

Graduate Student Handbook

**Volume I:
Academic Policies and Degree Requirements**

September 2007

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Appendix A. MA and AuD Program Requirements

AuD Audiology Curriculum
MA Speech-Language Pathology Curriculum

Graduate Student Declaration of Intent (for MA in SLP and SHS)
Thesis/Non-Thesis Option (for MA in SLP)
Portfolio Requirements (for MA in SLP)

Notification of AuD Counseling Session
Notification of AuD Qualifying Examination Results
Capstone Experience Planning Form (for AuD)
AuD Specialization Coursework Approval Form (for AuD)
AuD Professional Doctoral Examination Report Form (for AuD)
4th Year Experience Plan (for AuD)

Waiver for Required Course

Appendix B. Miscellaneous Graduate Student Forms

Evaluation of Graduate Student Performance
Instructions to Become an Ohio Resident
Change of Advisor
Authorization for Independent Study

Appendix C. Forms Pertaining to Graduation

Graduation Checklist for SLP Students
Graduation Checklist for AuD Students

1.0 Organization: The Graduate School and Graduate Studies Committees

1.1 Basic Organization

The Graduate School at The Ohio State University includes the graduate faculty (university faculty authorized to give graduate instruction), the Council on Research and Graduate Studies, and an administration (*Graduate School Handbook*, IV).

1.2 The Council on Research and Graduate Studies

The Council on Research and Graduate Studies is the principal legislative body of the Graduate School and initiates policy and rules governing graduate programs (*Graduate School Handbook* IV.1.).

1.3 Graduate School Administration

The administrative head of the Graduate School is the Dean who has responsibility for appointing Graduate School committees, conferring with departments and schools in all matters concerning graduate work, and is consulted by college deans concerning appointments and promotions.

1.4 Graduate Faculty Membership

Persons with the rank of professor, associate professor, assistant professor, and instructor are eligible to be nominated as regular members of the graduate faculty. There are two categories (P and M) of graduate faculty membership, each of which has separate functions and qualifications. Nominations of individual faculty for graduate faculty status are submitted by the Graduate Studies Committee to the Graduate School (*Graduate School Handbook*, IV.3).

1.5 Graduate Studies Committee

Graduate Studies Committees conduct the graduate programs of the Graduate School and serve as the liaison between the Graduate School and the graduate faculty (*Graduate School Handbook*, IV.2). The policies, rules, and procedures established by the Council on Research and Graduate Studies serve as the framework and set the minimum standards within which the graduate studies committees formulate, publish, and make available their own graduate policies, rules, and procedures. The *Graduate School Handbook* is the primary reference for policies, rules, procedures, and general information concerning graduate education and research at The Ohio State University. The present *Department of Speech and Hearing Science Graduate Student Handbook* is the primary reference for those policies formulated and implemented by the Graduate Studies Committee of the Department of Speech and Hearing Science.

2.0 Organization: The Department of Speech and Hearing Science

2.1 Basic Organization

The Department of Speech and Hearing Science is an academic program within the College of Social and Behavioral Sciences. It offers B.A., MA, AuD and PhD degrees. The Department is composed of the faculty and staff listed in Section 3.0. The primary administrator for the Department is called the Chair. Reporting to the Department Chair are the Chairs of the standing committees (including the Graduate Studies Committee, the Speech-Language Pathology Oversight Committee, the Audiology Oversight Committee, the Undergraduate Studies Committee, the Facilities Committee, the Clinical Affairs Committee, and the Curriculum Committee) as well as the Chairs of any active ad hoc committees (e.g., Faculty Search Committees). In addition, the Department Chair, to whom the Director of Clinic Instruction and Research reports, is ultimately responsible for the operation of the Speech-Language-Hearing Clinic.

2.2 Graduate Studies Committee

The Graduate Studies Committee is responsible for developing policies related to graduate education, evaluation of graduate applications, graduate admissions, selection of fellowship applicants, recommendations to the Department Chair concerning student financial assistance, and the graduate curriculum. The Committee is composed of five members (including the chair of the committee). At least three of the members must be tenure-track faculty in the Department of Speech and Hearing Science who hold Graduate Faculty Status P or M. The fourth member is a clinic supervisor in the Department. The fifth member is a graduate student.

1. The Chair of the Graduate Studies Committee is appointed by the Department Chair for a three-year term and may serve no more than two consecutive terms. The Committee Chair must have Category P status in the Graduate School.
2. The other two tenure-track faculty committee members are the Chairs of the Speech-Language Pathology Oversight Committee and the Audiology Oversight Committee. Each committee member normally serves a two-year term of office and may serve no more than three consecutive terms. In determining the makeup of the Graduate Studies Committee, the Department Chair shall keep in mind the principle that all areas of the Department of Speech and Hearing Science should be represented.

2.3 Speech-Language Pathology Oversight Committee and Audiology Oversight Committee

These two committees are responsible for the oversight of the clinical education programs, including but not limited to matters involving curriculum, Ohio licensure and ASHA standards, qualifying examinations, and portfolio review.

2.4 Undergraduate Committee

The Undergraduate Committee is composed of three members, including the Chair of the committee.

1. The Chair of the Undergraduate Committee is appointed by the Department Chair for a three-year term and may serve no more than two consecutive terms.
2. The two remaining committee members are appointed by the Department Chair. Each committee member normally serves a two-year term of office and may serve no more than three consecutive terms. The committee members will have staggered terms of office so that one committee member will be appointed at the end of each Spring Quarter. In determining the

makeup of the committee, the Department Chair will bear in mind the principle that the committee membership should be representative of all areas in the Department.

2.5 Facilities Committee

The Facilities Committee is responsible for maintaining and reviewing the policies, rules, and procedures governing the use of the Department equipment, as well as utilization of space, and distribution of keys. It monitors the overall use of the facilities and makes suggestions concerning modifications to the rules and procedures to the Department Chair. The Chair and members of the Facilities Committee are appointed by the Department Chair on a yearly basis.

2.6 Clinical Affairs Committee

The Clinical Affairs Committee is responsible for establishing and implementing rules, policies and procedures relevant to the operation of the Speech-Language-Hearing Clinic. The Committee is also responsible for determining fair clinic fees and equipment needs. The Chair of the Department appoints the Chair of the Committee and its membership includes the Clinic Director, Assistant Director, supervisors and faculty members with clinical responsibilities.

2.7 Curriculum Committee

The Curriculum Committee approves proposed changes in courses offered through the department. The Chair is appointed by the Department Chair and serves as the department's representative to the Committee on curricular Affairs of the College of Social and Behavioral Sciences.

2.8 Ad Hoc Committees

The Chair of the Department of Speech and Hearing Science may, at his/her discretion, create committees directed at particular problems and/or issues. The membership of these committees is determined by the Department Chair.

2.9 The Speech-Language-Hearing Clinic

The Ohio State University Speech-Language-Hearing Clinic is run by the Department of Speech and Hearing Science to provide a controlled environment in which student clinicians may learn clinical skills under direct supervision. The operation of the Clinic is under the direction of the Clinic Director, who reports directly to the Department Chair.

3.0 Faculty, Clinical Staff, Research Scientists and Support Personnel

Professors

Lawrence L. Feth, PhD, Univ. of Pittsburgh, Bioacoustics, Research areas: Auditory signal processing by normal and hearing impaired listeners, computational models of auditory processing, effects of noise on hearing.

Robert A. Fox, PhD, Univ. of Chicago, Linguistics, Research areas: Speech perception, age-related changes in perceptual processing, auditory word recognition.

Roy A. Koenigsknecht, PhD, CCC-SLP, Northwestern Univ., Communicative Disorders, Research areas: Normal and disordered language development and usage, developmental psycholinguistics, and clinical language intervention.

Janet M. Weisenberger, PhD, Indiana Univ., Experimental Psychology, Research areas: Tactile perception and sensory aids for auditory impairment.

Associate Professors

Stephanie A. Davidson, PhD, CCC-A, The Ohio State Univ., Audiology, Research areas: Amplification, hearing assessment, and assessment of vestibular function.

Wayne King, PhD, CCC-A, Univ. of Florida, Audiology, Research areas: Neural processing, otoacoustic emissions, and psychoacoustics.

Michael D. Trudeau, PhD, CCC-SLP, The Ohio State Univ., Speech Pathology, Research areas: Surgical-prosthetic voice restoration, alaryngeal voice, and neurogenic disorders.

Assistant Professors

Christina M. Roup, PhD CCC-A, University of Wisconsin-Madison, Audiology. Research Interests: The effects of aging on speech perception, effects of speech perception deficits on audiologic rehabilitation, and anxiety in audiologic testing

Lisa Millman, PhD, Speech and Hearing Sciences, University of Arizona. Research Interests: Adult neurogenic communication disorders, cognitive neuroscience, mathematical models, and multi-lingualism.

Clinical Staff

Gail M. Whitelaw, PhD, M.H.A., CCC-A, The Ohio State Univ., Director of Clinical Instruction and Research, Areas of interest: Pediatric audiology, assessment and management of central auditory processing disorders, and quality improvement.

JoAnn S. Donohue, MA, Western Michigan Univ., CCC-SLP, Assistant Director of Clinical Programs and Services, Areas of interest: Voice assessment and intervention, clinical supervision and administration.

Christine M. Goodman, AuD, CCC-A, Arizona School of Health Sciences, Areas of interest: Hearing assessment, amplification, clinical supervision.

Nadine Ocock, MA, CCC-SLP, Ohio Univ., Areas of interest: Birth to three years of age and adult disorders of aphasia, dysphagia and head injury.

Ellen Bonk, MA, CCC-SLP, Ohio State Univ., Areas of interest: Evaluation and treatment of communicatively handicapped students, elementary and secondary levels.

Research Scientists

Eva Jacewicz, PhD, Univ. of Wisconsin, Linguistics, Research areas: Speech perception, acoustics, second language acquisition.

Wayne Secord, PhD, CCC-SLP, Univ. of Cincinnati, Speech-Language Pathology, Research areas: Language and literacy in school-age children, phonological disorders, development of assessment materials.

Emeritus Faculty

Osamu Fujimura, D.Sc., Univ. of Tokyo, Physics, Research areas: Theoretical and experimental phonetics, and speech production.

William Melnick, PhD, Univ. of Pittsburgh, Audiology, Research areas: Psychoacoustics, auditory fatigue, and bioacoustics.

James D. MacDonald, PhD, Univ. of Minnesota, Speech Pathology, Research areas: Adult-child conversational development, pre-linguistic and linguistic development, assessment and treatment programming for pre conversational children.

Paul S. Niswander, PhD, Michigan State Univ., Audiology, Research areas: Pediatric audiology, electrophysiological assessment of hearing, and development of hearing in infants.

Lida G. Wall, PhD, The Ohio State Univ., Audiology, Research areas: Hearing assessment, hearing disorders, central auditory dysfunction, late evoked potentials and age related changes.

Lecturers

Amy Bartlett, MA, CCC-SLP,

Jennifer Brellor, MA, CCC-SLP, University of Toledo, Speech-Language Pathology, Areas of interest: Neurogenic communication disorders.

Dennis Burrows, PhD, CCC-A, University of Oklahoma, Audiology, Areas of interest, Practice management, tinnitus.

Angie Dubis-Bohn, MA, CCC-SLP, The Ohio State Univ., Speech-Language Pathology, Areas of interest: Neurogenic communication disorders and dysphagia.

Bruce Edwards, AuD, Areas of interest: clinical audiology, intra-operative monitoring

Jeanne M. Gokcen, PhD, CCC-A, The Ohio State Univ., Speech and Hearing Science, Research areas: Speech and language processing in the brain.

Steve Griffin, MA, CCC-SLP, The Ohio State Univ., Speech-Language Pathology, Areas of interest: Phonological disorders.

Julie Hazelbaker, PhD, CCC-A, The Ohio State Univ., Audiology, Research areas: Clinical audiology and hearing science.

Anita Manley, PhD, CCC-SLP, The Ohio State Univ., Areas of interest: Process drama in culturally diverse classrooms and promoting communicative competence through the arts.

Julie McGory, PhD, The Ohio State Univ., Speech and Language Science, Research areas: Speech Perception and learning English as a second language.

Paula Rabidou, PhD, CCC-SLP, The Ohio State Univ., Speech-Language Pathology, Area of interest: Child language development and disorders.

Marcia J. Woodfill, MA, CCC-A, The Ohio State Univ., Audiology, Areas of interest: Pediatrics and educational audiology.

Lori Woods, MA, Areas of interest: American Sign Language

Adjunct, Joint and Visiting Faculty

- Kamran Barin, PhD**, The Ohio State Univ., Electrical Engineering, Research areas: Vestibular testing and human postural control.
- Mary Beckman, PhD**, Cornell, Linguistics, Research areas: Cognitive representation of speech
- Becky S. Cornett, PhD**, Univ. of Pittsburgh, Communication Disorders, Research areas: Professional affairs, quality improvement, and legislative and regulatory policies.
- Edward E. Dodson, M.D.**, University of Virginia, Research areas: Otolology, ototoxicity, hearing disorders.
- John D. Durrant, PhD**, Northwestern University, Communication Sciences and Disorders, Research areas: research interest hearing science, diagnostic audiology, including auditory evoked responses (electrical-peripheral and central, and otoacoustic) and their clinical applications in audio-vestibular monitoring.
- Fred Eckman, PhD**, Indiana Univ., Linguistics, Research areas: second language acquisition.
- John R. Franks, Ph.D.**, Purdue Univ., Audiology, Research areas: Hearing conservation, effects of noise on hearing and communication, hearing aid acoustics.
- M. Patrick Feeney, PhD**, Univ. of Washington, Audiology, Research areas: assessment of middle ear function, using innovative methods to measure middle-ear reflectance.
- Dick Godfrey, PhD**, The Ohio State Univ., Mechanical Engineering, Research areas: architectural acoustics, noise reduction, and human responses to sound.
- Gregory Iverson, PhD** i University of Minnesota, Linguistics, Research areas: phonology, second language acquisition, and historical linguistics.
- Bernice Klaben, PhD**, The Ohio State Univ., Speech and Hearing Science, dysphagia and voice disorders.
- Neal Johnson, PhD**, Univ. of Minnesota, Experimental Psychology, Research areas: Memory
- Ashok K. Krishnamurthy, Ph.D.**, Univ. of Florida, Electrical Engineering, Research areas: Signal processing applications in speech and hearing, and modeling of auditory processes.
- Jeri Logemann, PhD**, Northwestern University, Communication Sciences and Disorders, Research areas: swallowing disorders/dysphagia.
- W. Mitch Masters, PhD**, Cornell, Zoology, Research areas: Biosonar
- Pamela J. Mishler, PhD, CCC-A**, Univ. of Cincinnati, Audiology, Research areas: Evoked potentials, topographical mapping and oto-acoustic emissions.
- John Neuhoff, PhD**, Kent State, Experimental Psychology, Research areas: cognitive and physiological processes associated with auditory perception
- Susan Nittrouer, PhD**, City University of New York, Speech and Hearing Sciences. Research areas: Development of speech and language abilities in children and the effects of deleterious conditions such as poverty, frequent otitis media, or sensorineural hearing loss.
- Colleen Noe, PhD, CCC-A**, The Ohio State Univ., Audiology, Research areas: amplification.
- Karen Peeler, DM**, Tulane Univ., Vocal Music, Research areas: multidisciplinary care of the professional voice.
- Mark Pitt, PhD**, Yale, Psychology, Research areas: Spoken language understanding
- Joseph C. Salmons, PhD**, University of Texas-Austin, German Linguistics, Research areas: Director of the Center for the Study of Upper Midwestern Cultures.
- D. Bradley Welling, M.D.**, Univ. of Utah, Otolology, Research areas: Cochlear and middle ear implants; Meniere's Disease.
- David Woods, PhD**, Purdue Univ., Engineering, Research areas: Cognitive systems engineering.
- Joseph C. Salmons, PhD**, University of Texas-Austin, Professor of German and Linguistics, University of Wisconsin-Madison, Director of the Center for the Study of Upper Midwestern Cultures. Research areas: Historical linguistics, dialect variation, Germanic languages.

Support Personnel

- Vicki Back**, Graduate Program Coordinator
- Pete Eichel, MA, CCC-A**, Clinic Business Manager
- Shannon Hand**, Clinic Office Manager
- Mary Jo Williamson**, Department Office Manager
- TBD, Systems Developer/Engineer
- TBD, Fiscal Officer

4.0 Graduate Minor in Speech and Hearing Science

Speech and Hearing Science is an interdisciplinary study of the use of speech-language and hearing in human communication. Both the normal processes and disorders of communication are studied with the goal of better scientific bases for the diagnosis and treatment of speech-language and hearing problems. Major areas of interest include the development of the human communication process and the effects of age on speech-language and hearing. A knowledge of the bases of human communications using speech, music and other environmentally-important sounds is essential for those studying human communications whether face-to-face, or by telephone, radio, TV or computer network.

1. The Graduate Minor in Speech and Hearing Science is intended for graduate students majoring in related disciplines, such as, but not limited to, Linguistics, Electrical Engineering, Music, Psychology, Mechanical Engineering, Computer Science, Occupational Therapy, Physical Therapy, Social Work, and Nursing.
2. **Applicants for the graduate minor in Speech and Hearing Science must apply in writing to the Graduate Committee of the Department before they complete more than 10 graduate credit hours in the department. Required courses will include 3 credits of SHS 900 (the Graduate Pro-Seminar in Speech and Hearing Science), and at least one of the following: SHS 725 (Language Acquisition), SHS 775 (Anatomy & Physiology of the Auditory System), or SHS 776 (Advanced Speech Science). At least two additional courses must be selected from the graduate offerings of the department.**
3. Each applicant will be assigned an advisor within the department to help in selecting the appropriate courses for the student's intended goals. The student may choose to include the minor advisor (with the advisor's consent) in the candidacy examination committee and/or dissertation committee, but the student is not required to include the advisor on these examination committees.
4. Upon completion of the Graduate Minor requirements, the student must present the Graduate Minor Transcript Designation form (available from the Graduate School web site: < <http://www.gradsch.ohio-state.edu/Depo/PDF/MinorTrans.pdf> > to the Chair of the Graduate Studies Committee for signature and submission to the Graduate School.

5.0 Master's Degree Programs

See the *Graduate School Handbook*, Part II Section 5, for official Graduate School policies concerning master's degree programs.

5.1 Degrees offered and areas of specialization.

The Department of Speech and Hearing Science offers a Master of Arts (MA) degree leading to professional certification in speech-language pathology, and a non-professional MA degree in speech and hearing science. Completion of all degree requirements, including electives, for speech-language pathology will normally meet the academic requirements for State of Ohio Licensure and for the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA). The MA education program in speech-language pathology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of ASHA.

Experiences in the diagnosis and treatment of communicative disorders are provided for students in the graduate program in order to develop their individual skills in this area and to guide them toward meeting the requirements for state licensure and for the Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association (ASHA). **Please note that all professional MA students must complete the *Graduate Student Declaration of Intent form* (Appendix A).** A student planning to become licensed and, or certified as a Speech-Language Pathologist and intending to provide professional services to persons with communication disorders, must indicate the intent to do so **by the first week of the first quarter of coursework.**

5.2 Admission Requirements

For a summary of official Graduate School requirements, see the *Graduate School Handbook* (Section II.1).

5.2.1. Regular Admission Process

Students applying to the MA program must have all of their application materials sent to the university by the end of the first week of January. Most admission decisions will be made during February (for fellowship nominees) and March (for all other students). Students are normally admitted for the Autumn Quarter. The number of students admitted in any given year in both speech-language pathology and audiology is limited.

Evaluation of applications for admission to the master's degree program is the responsibility of the Graduate Studies Committee. The members of this committee independently evaluate each applicant's overall potential. This judgment is based on:

- a. a careful review of the individual's past academic performance, which involves not only consideration of grade point average, but also of the patterning of grades. (For the past several years, the average GPA of entering MA students has been above 3.4 on a 4.0 scale.);
- b. the Verbal, Quantitative and Analytic (or Analytic Writing) scores of the General Aptitude Test of the Graduate Record Examination (GRE);
- c. three letters of recommendation from persons acquainted with the individual's academic program, scholastic ability, or professional performance;
- d. consideration of previous coursework;
- e. a brief biographical statement describing the applicant's educational and professional goals and objectives; and
- f. a commitment to Affirmative Action principles.

5.2.2. Conditional Admission

Students can be admitted in this category for one or more of the following reasons:

- a. the student holds a Bachelor's degree from a non-accredited institution;
- b. the student has less than a 3.0 grade point average in undergraduate work; or
- c. the student has not completed prerequisite work in the areas of phonetics, normal language development, anatomy and physiology of the speech and hearing mechanism, speech science, and hearing science.

The conditional admission status provides a trial period of graduate study during which the student's performance can be evaluated. At the time of admission, the Graduate Studies Committee will specify to the student in writing the condition that must be fulfilled for removal from conditional status. **All conditional admission requirements must be satisfied before the student can be transferred to "regular" status.** It should be understood that some or all of the required prerequisite coursework (particularly the relevant undergraduate courses, see Section 5.4) will not count toward completion of the master's degree because these courses do not carry graduate credit.

5.2.3 Graduate Non-Degree Admission

Although the University provides for admission of a person holding a bachelor's degree into Graduate Non-degree status, the Department of Speech and Hearing Science normally does not admit such applicants. In Speech and Hearing Science, Graduate Non-degree status is reserved for those holding a master's degree who wish to pursue continuing graduate education.

5.3 Academic Advisor Selection

Students in the **professional MA program in speech-language pathology** will be assigned an initial advisor for the first two quarters of the program. During the first two quarters, students will meet with this advisor (in groups and individually as needed) to discuss the student's basic plan of study and degree options. **By the end of the second quarter**, the student will select a permanent advisor. *Change of Advisor* forms (available in Appendix B, on the website, and in the department office) must be completed when the change is made. The student is free to change advisors at any time with the approval of the new advisor and by filing the *Change of Advisor* form. When the thesis option (see Section 5.9) is chosen, it is usual for the thesis advisor to be the academic advisor as well.

Students in the **non-professional MA program in speech and hearing science** will meet with an initial advisor assigned prior to the student's arrival on campus to discuss the student's basic plan of study. By the end of the first year, the student will select a permanent advisor, who normally also serves as the student's thesis advisor. The student is free to change advisors at any time with the approval of the new advisor and by filing the *Change of Advisor* form (available in Appendix B, on the website, and in the department office).

5.4 Undergraduate Prerequisites

Often, students entering the graduate program in Speech and Hearing Science have had an undergraduate major in Communication Sciences and Disorders, or Speech-Language Pathology and Audiology. Students with undergraduate majors in the field normally have obtained the necessary prerequisite coursework, but **each student must consult with his or her initial advisor to ensure that their undergraduate coursework will satisfy current certification and licensure requirements.**

The following courses, or their equivalents, are considered to be *undergraduate prerequisites*.

SHS 320-Principles of Phonetics	SHS 420-Speech Science
SHS 330-Language Acquisition	SHS 440-Hearing Science
SHS 340-Bio-acoustics	SHS 520-Intro. to SLP
SHS 360-Observation	SHS 540-Intro. to Audiology

Please note that entering the graduate program without prerequisite coursework will extend the length of the student's graduate program beyond the eight quarters normally required for graduation.

Students are also required to meet the math and English undergraduate coursework requirements of The Ohio State University in the College of Social and Behavioral Sciences (or their equivalent). The initial academic advisor will review the student's record during the first quarter of graduate enrollment to determine whether these requirements have been met. If a deficit is found, students will be advised to take remedial undergraduate coursework.

In addition, the standards for the ASHA certificate of clinical competence state that the applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences. This pre-requisite knowledge is normally obtained during undergraduate studies and is demonstrated by transcript credit. A complete description of the ASHA requirements for certification in speech-language pathology can be found on the ASHA website at http://www.asha.org/about/membership-certification/handbooks/slp/slp_standards.htm

It is the student's responsibility to meet with his or her initial advisor during the first quarter of the graduate program to ensure that all prerequisites for graduate study have been met.

5.5 Course and Hour Requirements for the MA Degree Preparatory to Certification and Licensure

5.5.1 Required Courses for Speech-Language-Pathology

The required and elective courses for the professional MA program in Speech-Language Pathology are displayed in the Appendix A.

Completion of the professional MA program requires at least eight consecutive quarters of full-time enrollment beginning in the Autumn Quarter. Speech-language pathology students should expect to graduate no sooner than the end of Summer Quarter of their second year.

Students will not be allowed to take more than 21 hours of academic coursework (graduate and/or undergraduate hours) in any given quarter.

If prerequisite and/or elective courses will bring the total number of hours above 21 for a given quarter, the student must omit a course or practicum (Sp/Hrng 844) for that quarter. Thus, later graduation can be anticipated if the student chooses to take extensive elective coursework or if a student has prerequisite courses to make up. Later graduation can also be anticipated if the student chooses to accept a graduate assistantship; the time necessary to complete the graduate assistantship requirements (10 or 20 hours per week) often make scheduling academic coursework and practicum more difficult, necessitating extra time to complete academic and clinical requirements.

Required graduate courses are waived only in exceptional circumstances (see waiver form in Appendix A). Both the course instructor and the student's advisor must approve the waiver. If the student's advisor is also the course instructor, then a second approval by either the GSC Chair or the Department chair is needed. Waivers are generally not granted in a student's major area (i.e., in speech-language pathology or audiology).

5.5.2 Requirements for Certification and State Licensure

5.5.2.1 ASHA Certification: The requirements of the MA program in speech-language pathology have been developed, in part, to meet or exceed the requirements established by the American Speech-Language-Hearing Association for the certification in speech-language pathology (for details see the speech-language pathology certification standard located on the ASHA website:

http://www.asha.org/about/membershipcertification/handbooks/slp/slp_standards.htm

5.5.2.2 State Licensure: The State of Ohio requires, by law, that anyone who practices speech-language pathology, or represents himself, or herself, to be a speech-language pathologist in Ohio must hold a valid license issued by The Ohio Board of Speech-Language Pathology and Audiology. Successful completion of the AuD program prepares the student to meet State of Ohio Licensure requirements. For details of the licensure requirements and the process for obtaining a license see the board's web site (<http://slpabd.ohio.gov/>). Laws governing the practice of speech-language pathology may vary in other states. The student planning to seek a position outside the state of Ohio is expected to become familiar with the licensure requirements of that particular state.

Students **must meet periodically with their academic and clinical advisors to ensure that all program requirements are met.** During the last quarter of enrollment, students will meet with their academic and clinical advisors for a final check on the completion of program requirements. Once final approval has been obtained, the Department Chairperson will sign the necessary paperwork for certification and licensure (see the Graduation Checklist provided in the Appendix C).

All graduate level coursework must be taken through enrollment in Department of Speech and Hearing Science courses or with Graduate Studies Committee approval, if taken at another CAA-accredited program.

5.5.3 Requirements for Dual Certification and Licensure

Students interested in completing the requirements for certification and licensure in both audiology and speech-language pathology are expected to complete the requirements for certification and licensure in one professional area (either speech-language pathology or audiology) prior to completing the requirements in the other professional area. Following the completion of all of the requirements for graduation, certification, and licensure in one professional area, the student must petition the graduate committee for permission to continue graduate enrollment for the purpose of completing the requirements for certification and licensure in the other professional area. Marginal or unsatisfactory performance in coursework, practicum and/or comprehensive examinations will result in a rejection of the petition. If permission is granted, the student will be expected to complete all of the requirements necessary for certification and licensure in the other professional area. Students who hold a Master's Degree (or AuD), certification, and licensure in one professional area from another school and wish to return to school to complete the requirements for dual certification and licensure must apply to that degree program and will be expected to complete all of the requirements for certification and licensure in the other professional area.

5.6 Course and Program Requirements for the **Non-Professional MA Program in Speech and Hearing Science** (i.e., not leading to certification and licensure).

This program is primarily designed for those students who plan to pursue the PhD in Speech and Hearing Science and who are not interested in providing clinical service.

5.6.1. A student must complete a minimum of 45 hours of graduate coursework. Of these 45 credit hours, at least 36 hours must have been completed at The Ohio State University over at least two consecutive quarters. A student must be registered for at least 3 credits for the quarter in which graduation is expected.

5.6.2. All students pursuing a non-professional MA degree in Speech and Hearing Science must write a master's thesis. No more than 5 quarter hours of SHS 998 may count toward the MA degree requirements.

5.6.3. The following topic areas will normally be considered undergraduate prerequisites:

Phonetics	Anatomy and Physiology of Hearing
Acoustics	College Level Math and Physical Sciences
Speech Science	Normal Development of Communication
Hearing Science	Anatomy and Physiology of Speech

5.6.4. Students must take at least 5-quarter hours in seminar-based courses.

5.6.5. The remaining 40-quarter hours must include graduate coursework sufficient to meet the following course requirements:

A. *Basic knowledge in speech and hearing science* (12-15 credits)

SHS 765 Neurology	Ling 600 Phonetics
SHS 766 Acoustics and Instrumentation	Ling 601 Introduction to Linguistics
SHS 775 Advanced Hearing Science	SHS 820 Acoustic Phonetics
SHS 776 Advanced Speech Science	SHS 858 Psychoacoustics

B. *Research Tools* (12-15 credits)

Two courses (6-8 credits) are required. They can be taken from a variety of sources including:

SHS 785	Research Methods I	Stat 528	Data Analysis I
SHS 786	Research Methods II	Stat 529	Data Analysis II
Psych 826	Statistics in Psychology	AgEd 885	Research Methods
Psych 827	Analysis of Variance	AgEd 886	Research Design
Psych 828	Correlational Analysis	AgEd 887	Analysis & Interpretation of Data

At least two courses (4-5 credits) in experimental methodology, signal processing, computer applications to speech and/or hearing science, modeling, etc., such as the following:

SHS 832	Experimental Phonetics
SHS 950	Seminars on selected topics in Speech and Hearing Science

C. *Related areas of research* (8-10 credits). Possible courses would include:

Psych 503	Experimental Approaches to Cognition
Psych 693	Psycholinguistics Seminar
Ling 825	Seminar in Advanced Phonetics
Ling 871	Seminar in Psycholinguistics
E. E. 601	Communication Theory

5.7 Transfer from Graduate Non-degree Status

The department admits students to Graduate Non-degree status only for the purpose of pursuing post-graduate degree coursework, thus transfer from Graduate Non-degree status to regular MA degree status is not normally possible.

5.8 Thesis and Non-Thesis Option Programs

The student, in consultation with an academic advisor, will decide upon the thesis option or one of the two non-thesis options (clinical externship or topic concentration) for the Master's program of study. It is recommended that this decision be reached as early as possible in the Master's program to allow for adequate planning and implementation. **The deadline for planning the program is the end of the first year of enrollment.** The *Thesis/Non-Thesis Option Plan* (Appendix A), should be completed by the student, signed by the advisor, and filed in the student's academic folder.

According to the *Graduate School Handbook* (II.5.2.1), thesis and non-thesis programs must include a final Master's Examination. In Speech and Hearing Science, the final examination will include an oral defense of the thesis for the thesis option program and passing the Praxis Examination and completion of a portfolio for students choosing one of the non-thesis options. Details concerning the Master's Examination are outlined in Section 5.12.

5.8.1. Thesis Option

The thesis option requires a student to conduct original research on a topic relevant to speech and hearing science. This topic may involve basic or clinically oriented research. The precise topic addressed will be developed by the student as guided by the members of the student's Master's committee (primarily by the advisor). The thesis option requires that:

a) A student must complete a minimum of 45 hours of graduate coursework. Of these 45 credit hours, at least 36 hours must have been completed at Ohio State over at least two consecutive quarters. It is most common for students under the thesis option to complete 50 or more hours. A student must be registered for at least three credit hours the quarter in which graduation is expected.

b) The student completes the *Thesis/Non-Thesis Option* form indicating the topic of the thesis, the thesis advisor, and the other committee member(s). The plan should be approved by the end of the student's first academic year.

c) The student must participate in a research project that culminates in the presentation of a thesis. It is the policy of the Department of Speech and Hearing Science that a prospectus meeting **must** be held prior to data collection (excluding pilot studies) for **all** theses. The student's committee members must be in attendance and other faculty members may be invited to attend. A draft of the introduction, review of the literature, and procedures must be delivered to the committee members a reasonable amount of time prior to the prospectus meeting. The prospectus must be approved by all members of the student's MA committee,

and a copy of the prospectus should be placed in the student's permanent file.

d) Students who complete a thesis are not required to complete a portfolio.

5.8.2. Clinical Externship Option

The clinical externship option requires a student to spend one quarter full-time in a clinical setting with a population not ordinarily available through the University Speech-Language-Hearing Clinic or any of the program-affiliated clinics. The student is expected to become involved in both diagnostic and intervention activities with this clinical population. The clinical externship option requires that:

a) The student complete a minimum of 57 hours of graduate work at this University. Of these 57 credit hours, at least 36 hours must have been completed at Ohio State over at least two consecutive quarters. It is most common for students under the externship option to complete far more than 57 hours. A student must be registered for at least three credit hours the quarter in which graduation is expected.

b) The student completes the *Thesis/Non-Thesis Option* form indicating the proposed externship site. The plan must be approved by the student's advisor by the end of the student's first academic year.

c) Students selecting this non-thesis option must have completed all required coursework and all 375 clinical hours **prior to** beginning the externship. A student interested in this option should be aware that in order to accrue all necessary clinical hours, he/she should be available for clinical assignments during breaks, participate in additional screening assignments, etc. An alternative plan (e.g. topic specialization or thesis) should be in place in case the student has not completed all necessary requirements prior to the planned externship.

d) Selection of the externship site follows the procedure given below:

(1) A graduate student wishing to complete an externship should discuss this option with their academic advisor by Summer Quarter of his or her first year in graduate school. They should be prepared to address preferences for setting (e.g. acute care, long term care, community speech and hearing center), population (e.g. children, older adults), and geographic location. The advisor should discuss with the student goals for the externship and if the advisor and student agree that this option is reasonable for that student, the advisor should proceed with planning the externship.

(2) The academic advisor should facilitate securing the externship placement. This may be done in conjunction with other faculty members and/or clinic staff. If the externship is requested in the central Ohio area, the externship site **must** be coordinated through the Clinic Director and/or Assistant Clinic Director in order to assure that practicum placements for graduate students are not jeopardized. Site supervisors in central Ohio have indicated preferences for student placement and the clinical staff can assist in indicating which sites might be the best match for an externship in the area of the student's interest. **Under no circumstance should the student make the initial, formal contact with the externship site.**

(3) Once the advisor has made contact and initial arrangements with the site are determined, the advisor should send an email to the Department Chair regarding the details of the externship. This email should include the name and title of the proposed supervisor, address of the externship site, proposed date for beginning and ending the externship, and hours per week. The Department Chair will formalize the agreement with an official letter to the site and begin the process to establish an approved affiliation agreement. This should be initiated no later than the Fall Quarter preceding the

externship to allow adequate time for contractual information to be put in place prior to the student's arrival at the externship site.

(4) Each externship supervisor should be "registered" with the University. This is to assure that the supervisor is currently certified and licensed. Forms are available from the Clinic Director/Assistant Clinic Director.

(5) Externships are arranged for the quarter in which the student is to graduate from the MA program. The externship is a full-time (35-40 hours per week) assignment, with a minimum of 8 weeks of experience. If a student's committee and externship site placements agree, the externship may be split between two distinctive sites.

(6) The quarter prior to beginning the externship, the advisor should contact the externship site supervisor to ensure that everything is in place for the student beginning his/her externship. The student must then contact the site to discuss the academic, clinical, and professional expectations of the site.

(7) Students will enroll in 12 hours of Sp/Hrng 845 during the quarter of the externship.

(8) The student's advisor should contact the externship supervisor at least once or twice during the externship period to insure that the experience is proceeding as planned. If difficulties are encountered, both students and externship supervisors are encouraged to contact the department as soon as possible. Toward the end of the externship experience, the Clinic Director/Assistant Clinic Director will send an evaluation form to the student's externship supervisor to solicit feedback regarding the student's performance at the site. In addition, the student should be asked to evaluate the supervisor and externship site.

5.8.3. Topic Specialization Option

In this option, a student must take an **integrated sequence** (at least 10 credit hours) of courses beyond those constituting basic academic requirements for the MA degree in the Speech and Hearing Science graduate program. Participation in courses offered by other departments is encouraged, but all courses must be taken while the student is enrolled in our graduate program. A portion of the requirement may also be fulfilled by independent study in an area in Speech and Hearing Science not ordinarily contained within available courses. The topic specialization option requires that:

- a) The student completes a minimum of 55 hours of graduate work at this University. Of these 55 credit hours, at least 36 hours must have been completed at Ohio State over at least two consecutive quarters. It is most common for students under the topic specialization option to complete far more than 55 hours. A student must be registered for at least three credit hours the quarter in which graduation is expected.
- b) The student completes the *Thesis/Non-Thesis Option* form outlining the topic of specialization and including a list of proposed courses. The plan must be approved by the student's advisor by the end of the student's first academic year. Normally, a portion of the portfolio will relate to this topic area.
- c) The school certification program can be counted as the topic specialization option. Students interested in this option should consult with the coordinator of the school certification program during **Spring Quarter of their first year**.

d) The early intervention specialization can be counted as the topic specialization option. Students interested in this option should consult with their academic adviser by **Spring Quarter of their first year.**

e) The geriatric specialization can be counted as the topic specialization option. Students interested in this option should consult with their academic adviser by **Spring Quarter of their first year.**

5.9. Master's Examination: Thesis option

5.9.1. A student's thesis committee shall be composed of at least two graduate faculty members from the department, one of whom is the student's advisor.

5.9.2. This committee shall be responsible for evaluating the quality of the thesis and for conducting and evaluating the entire examination: generating, administering, and scoring the examination (*Graduate School Handbook*, II.5.2.3).

5.9.3. When the oral defense of the thesis is conducted, the advisor serves as chairperson and all members of the committee, plus the student, must be present during the entire examination. All members of the committee are expected to participate fully in questioning during the course of the examination and in the discussion and decision on the result. If approved by the student's committee, other faculty members may attend the examination but only the members of the committee are to be present for discussion of the student's performance and the decision of the outcome (*Graduate School Handbook*, II.5.2.4). A unanimous vote of satisfactory performance is required for passage.

5.10. Master's Examination: Non-Thesis option

The comprehensive examination will consist of two requirements: (1) passing the praxis examination and (2) successful completion of a portfolio. The contents of the portfolio, the procedures for its submission, the criteria for grading, and opportunities for corrective action are given in Appendix A. The portfolio is evaluated by the student's academic advisor and clinical advisor during summer quarter of the second year of the program. Successful completion of the Praxis examination and the portfolio will be reported on the Graduate School's *Master's Examination Report*, signed by the student's academic advisor and the SHS Department Chairperson.

5.11 Academic Standards

All students are expected to be familiar with the University policy on academic integrity as outlined in the [Code of Student Conduct](#) and the Graduate School's [Code of Research and Scholarly Conduct](#). Other sources of information on academic misconduct (integrity) to which you can refer include:

A. The Committee on Academic Misconduct web pages: <http://oaa.osu.edu/coam/home.html>

B. *Ten Suggestions for Preserving Academic Integrity*: <http://oaa.osu.edu/coam/ten-suggestions.html>

C. *Eight Cardinal Rules of Academic Integrity*: <http://www.northwestern.edu/uacc/8cards.html>

A graduate student must maintain a 3.0 cumulative grade point average (GPA) for all graduate credit hours taken at this University in order to graduate (*Graduate School Handbook*, II.4.1). Moreover, a student who does not maintain reasonable progress toward a degree or who does not fulfill other graduate program requirements, including those regarding professional standards and misconduct can be denied further registration in the program upon the recommendation of the Graduate Studies Chair. (*Graduate School Handbook*, II.4.6). For the professional MA program in speech-language pathology, a

student is deemed not to be making satisfactory progress if:

- a. The student has obtained an unsatisfactory grade (i.e., a “U” or a “C+” or lower) in the same required course two times;
- b. The student has obtained an unsatisfactory grade (i.e., a “U” or a “C+” or lower) in three different required courses;
- c. The student has a cumulative graduate GPA of less than 3.0 for three consecutive quarters.

To ensure that student problems are addressed in a timely matter, the Department has implemented the following policies:

- a. Any student whose overall GPA drops below 3.0 after any quarter must attend a meeting which includes the Department Chair, the Chair of the Graduate Studies Committee, and the student's academic and clinic advisors. The meeting must be scheduled within the first two weeks of the following quarter. Together, these faculty and staff members will develop a structured plan for raising the student's GPA above the minimum (3.00) within 2 quarters. The Graduate School will be asked to deny further registration to students who fail to achieve a 3.0 GPA for three consecutive quarters.
- b. Any student who receives an unsatisfactory grade (i.e., a “U” or a “C+” or lower) in a required course must attend a meeting which includes the Chair of the Graduate Studies Committee and the student's academic and clinic advisors. The meeting must be scheduled within the first two weeks of the following quarter. The meeting will address the difficulties that the student experienced in the course and a plan will be developed to ensure that the course is completed satisfactorily at its next offering and that satisfactory grades can be obtained in future courses. The Graduate School will be asked to deny further registration to students who receive an unsatisfactory grade in the same course two times or in three different required courses.

Additionally, the following policies pertain to grades in the department.

- a. If a student receives a “U” (Unsatisfactory) in a SHS 744 course, the student will be prohibited from enrolling in SHS 844 the following quarter. Furthermore, future practicum experiences with clients whose disorders are related to the material covered in the 744 course will be denied until the student can demonstrate competency in the material. Competence may be demonstrated by repeating and passing the 744 course or by successfully completing a corrective plan of action deemed appropriate by the 744 instructor and the student's academic advisor.
- b. Courses required in the graduate program in speech-language pathology, audiology, or speech and hearing science must be completed in a satisfactory manner. Therefore, if a graduate student receives a grade of C+ or poorer in a required graduate course, the student must retake the course the next time it is offered and must achieve a B- or better. **Students are reminded that a ‘W’ (withdraw) for a required course is an indication of failure to complete the course. Prerequisites will be strictly enforced for both courses and clinical placements for subsequent quarters.** Thus, if the course is directly related to a clinical area (e.g., voice, hearing aids, neurogenic disorders, etc.), the student will be prohibited from participation in a clinical rotation in that area until the deficiency has been corrected.
- c. Students are reminded that unsatisfactory performance (e.g., a grade of C+ or lower) in two or more required courses will result in prohibition from enrollment in all clinical practicum courses. The student may re-enroll in clinic (SHS 844 or SHS 846) after retaking the required courses and achieving a grade of B- or better, such that no more than one unsatisfactory grade remains. The student must continue to show progress by retaking and satisfactorily passing all required courses for which a grade of C+ or less was received.

- d. The grade of "Incomplete" (I) should only be given when a student has failed to complete all the requirements of the course due to circumstances beyond the student's control (e.g., illness, death in the family). It is assumed that this will be a relatively rare event.
- e. As a matter of policy, the Department of Speech and Hearing Science discourages the use of "extra-credit" assignments by instructors.

5.12 Requirements for Graduation

A student expecting to graduate with a Master's degree must submit a signed [Application to Graduate - Master's Degree](#) to the Chair of the Graduate Studies Committee **no later than the second Friday of the quarter in which the degree is sought.**

5.12.1. Thesis: (See Section II.5.4 of the *Graduate School Handbook*.)

- a. The student's committee members must be given a draft of the entire thesis a reasonable amount of time prior to the oral examination. One week is normally considered reasonable.
- b. The style of the thesis is determined by the student's committee. *Guidelines for Preparing and Submitting Theses, Dissertations, and DMA Documents*, a manual containing regulations governing the mechanics of preparing the thesis, can be found in [Guidelines for Preparing Thesis, Dissertations and DMA Documents](#).
- c. A final oral examination is required, dealing with the portion of the student's field of specialization in which the thesis falls, though it need not be confined exclusively to the subject matter of the thesis. The examination is usually scheduled for one hour.
- d. If the student satisfactorily completes the Master's Examination and if the student presents an acceptable thesis, a Master's Examination Report form must be submitted to the Graduate School by the published deadline.
- e. An unbound copy of the thesis along with two copies of the abstract must be submitted to the graduate school by the published deadline. At the same time, the student must pay all fees to cover the cost of microfilming and/or binding.
- f. A final bound copy of the thesis must be submitted to the main office of the Department of Speech and Hearing Science and another copy must be given to the thesis advisor. The Department has established a required type of binding. The thesis must be "library" bound with the student's name, degree, and year in gold lettering on the spine. **The candidate should confer with the Department Office before arranging for binding of the thesis.**

5.12.2. Non-thesis Options

The comprehensive examination will consist of two requirements: (1) passing the praxis examination and (2) completing a portfolio (see section 5.10 above).

The evaluation of the portfolio will be reported on the Graduate School's *Master's Examination Report*, signed by the student's academic advisor and the SHS Department Chairperson. The evaluation of the portfolio (see Portfolio Requirements in Appendix A) will be conducted by the student's academic and clinical advisors.

5.13 Examination Failure

According to Graduate School regulations, the Master's Examination Committee must be unanimous in order to be considered satisfactory. Any appeals are referred for review to the Executive Committee of the Graduate School.

A student who fails the Master's Examination must register in the Graduate School for an additional quarter before an opportunity will be given for a second examination. The Master's Examination Committee must decide whether the student will be permitted to take a second examination. Committee members participating in the second examination shall be the same as those who participated in the first examination unless the substitution is approved by the Dean of the Graduate School. No student will be permitted a third examination in the same graduate unit.

5.14 Time limit for Completion of MA degree requirements

A student admitted as a M. A. candidate is required to complete all requirements for the degree within four (4) years of admission to the program unless an alternative time period has been **previously** approved by the Graduate Studies Committee. All students are expected to abide by this time limit.

5.15 ASHA Membership and/or Certification Applications and the Exit Interview

The Chair of the Department of Speech and Hearing Science must sign all ASHA membership and/or certification applications. The Chair will sign each student's application during the student's exit interview, which is normally scheduled during the tenth week of the quarter. Prior to the exit interview, each student must meet with his or her clinical advisor (who will approve and provide a signed record of the student's clinical hours) and with his or her academic advisor (who will review the student's academic requirements). Details regarding preparation for the exit interview can be found in the *Graduation Checklist* (Appendix C).

Prior to the exit interview, every student is expected to complete an *On-Line Exit Interview* concerning his or her graduate educational experience. The feedback received from these questionnaires is used to plan and implement program improvement.

5.16 ASHA Examination Results and Certification Forms.

Every student is **required** to request that a copy of her/his score on the NTE PRAXIS exam be sent to the Department of Speech and Hearing Science. It is important to note that your performance on the PRAXIS exam reflects on our program. Consequently, students should not take the exam prior to completing a majority of academic and clinical requirements. Completion of the exam in the seventh quarter of the program is highly recommended. Please note that the Chair **may withhold approval of the certification application** if the student has not sent the NTE PRAXIS results to the Department.

5.17 Seminar Descriptions.

Each student must provide a description of every seminar and independent study taken for credit in the MA program. This will include SHS 693, 797, 940 and 950. The description **must** be signed by the instructor of the course. Under normal circumstances, these descriptions should be filed during, or immediately following, the quarter in which the seminar was taken. The Chair of the Graduate Studies Committee **will not sign** an application to graduate until these materials are in the student's folder.

5.18 Semiannual Student Evaluations.

In addition to the academic standards outlined in Section 5.10, faculty and staff will monitor graduate student progress toward the degree. This procedure includes a number of steps, outlined as follows:

- a. At least once each year, all tenure-track faculty and clinical staff will meet as a group to discuss the performance of each of the active graduate students in the program. Advisors are expected to check their own advisee's performance in coursework taken from other departments by examining the student's advising report (available in the student's folder). Students will be evaluated on their academic, clinical, and (where appropriate) research performance.
- b. The student's advisor will summarize the discussion on the *Evaluation of Graduate Student Performance* form (Appendix B), which will be placed in a file in the graduate coordinator's office.
 - i. If student progress is satisfactory, the advisor is encouraged to communicate this information to his or her advisees by providing each student with a copy of the completed *Evaluation of Graduate Student Performance* form.
 - ii. If minor areas of concern are noted during the discussion, the advisor **must schedule a meeting** with the student to outline the concerns raised in the discussion. Students must be provided with a copy of the completed *Evaluation of Graduate Student Performance* form. Steps for remediation may be discussed with the student, as deemed appropriate by the advisor.
 - iii. If the student's performance is identified as unacceptable in one or more areas, the advisor **must schedule a meeting** with a student to discuss the concerns raised by the faculty and/or clinical staff. Students must be provided with a copy of the completed *Evaluation of Graduate Student Performance* form. In addition, the faculty and/or clinical staff will specify a set of conditions (**in writing**) designed to address performance difficulties. Specific goals will be set and the student will be warned that failure to meet these goals is evidence that the student is not making reasonable progress in the graduate program. Should this occur, the Graduate School will be asked to deny the student's further registration in our graduate program. Students whom the faculty and/or clinical staff believe are doing so poorly in one or more areas that it is very unlikely that they will be able to complete the program will be counseled to consider dropping out of the program. However, except under the most unusual of circumstances, students will be given a chance to improve their performance. Students given such conditions will be monitored through periodic meetings by their advisor, the Chair of the Graduate Studies Committee and the Chair of the Department.

5.19 Identification of "Inactive" Students

- a. A student who has not completed at least 3 credits during a quarter for three consecutive quarters, shall be considered to be "inactive", unless prior approval for such an absence has been given by the student's advisor. The advisor must notify the Chair of the Graduate Studies Committee. Exceptions to this rule must be requested by the student's advisor to the Graduate Studies Committee.
- b. The Department will not consider "inactive" students as bona fide graduate students in any Departmental reports. The Graduate Studies Committee will ask the Graduate School to deny all further registration privileges to students designated as "inactive" until they are officially re-admitted to the program.
- c. Inactive students requesting re-admission to the program must submit their requests in writing to the Graduate Studies Committee. The request must include information about the reason for the student's hiatus as an active graduate student. The Graduate Committee may request additional information from the inactive student (e.g., letters of recommendation).
- d. The Graduate Studies Committee will make its decision in a timely manner. If the decision is to re-admit, the Chair of the Committee will request that the Graduate School allow the student to again register for coursework.

6.0 Doctor of Audiology (AuD) Program

6.1 Description of Degree

The Department of Speech and Hearing Science offers a Doctor of Audiology (AuD) degree. Completion of all degree requirements will normally ensure that the student meets the academic requirements for licensure from the State of Ohio and for certification in audiology from the American Speech-Language-Hearing Association (ASHA). The AuD program is accredited by the Council on Academic Accreditation (CAA) of ASHA through 2011. The requirements enumerated below are specific to the AuD degree program. See the *Graduate School Handbook Part II Section 6.17 Framework for Professional Doctoral Programs*.

6.2 Admission Requirements

For a summary of official Graduate School requirements, see the *Graduate School Handbook, Part II Section 1*.

6.2.1. Regular Admission Process

Students applying to the AuD program must have all application materials sent to the university by the end of the first week of January. Most admission decisions will be made during February (for fellowship nominees) and March (for all other students). Students are admitted for the Autumn Quarter only. The number of students admitted in any given year is limited.

Evaluation of applications for admission to the AuD program is the responsibility of the Graduate Studies Committee. The members of this committee independently evaluate each applicant's overall potential. This judgment is based on:

- a. A careful review of the individual's past academic performance, which involves not only a consideration of grade point average, but also of the patterning of grades;
- b. The Verbal, Quantitative and Analytic Writing scores of the General Aptitude Test of the Graduate Record Examination (GRE);
- c. Three letters of recommendation from persons acquainted with the individual's academic program, scholastic ability, or professional performance;
- d. Consideration of previous coursework;
- e. A brief autobiographical statement describing the applicant's educational and professional goals and objectives; and
- f. A commitment to Affirmative Action principles.

6.2.2. Conditional Admission

Students can be admitted in this category for one or more of the following reasons:

- a. The student holds a Bachelor's degree from a non-accredited institution;
- b. The student has less than a 3.0 grade point average in undergraduate work; or
- c. The student has not completed prerequisite work in the areas of phonetics, normal language development, anatomy and physiology of the speech and hearing mechanism, speech science, and hearing science.

The conditional admission status provides a trial period of graduate study during which the student's performance can be evaluated. At the time of admission, the Graduate Studies Committee will specify to the student in writing the condition that must be fulfilled for removal from conditional status. All conditional admission requirements must be satisfied before the student can be transferred to "regular" status. It should be understood that some or all of the required prerequisite coursework will not count toward completion of the doctoral degree.

6.2.3 Graduate Non-Degree Admission

Although the University provides for admission of a person holding a bachelor's degree into Graduate Non-degree status, the Department of Speech and Hearing Science does not admit such applicants into our graduate degree (MA, AuD, PhD) programs. In Speech and Hearing Science, Graduate Non-degree status is reserved for those holding a master's, AuD or PhD degree who wish to pursue continuing graduate education.

6.3 Academic Advisor Selection

The initial academic advisor, Julie Hazelbaker, Ph.D., is assigned prior to the student's arrival on campus and is in place to discuss the student's basic plan of study during the early quarters of the program. Once the student passes the AuD Qualifying Examination and is more familiar with the faculty and potential areas of specialization, he or she must change advisors, with the approval of the new advisor, by filing the *Change of Advisor* form (Appendix B). Academic advisors for the AuD program must have Graduate Faculty "M" or "P" status and it is usual for the student's Capstone Project advisor or co-advisor to be the academic advisor as well.

6.4 Undergraduate Prerequisites

The following courses, or their equivalents, are considered to be *undergraduate prerequisites*.

SHS 320-Principles of Phonetics
SHS 340-Bioacoustics
SHS 330-Normal Development of Communication
SHS 440-Hearing Science
SHS 540-Introduction to Audiology
SHS 734-Introduction to Audiologic Rehabilitation

Please note that entering the graduate program without prerequisite coursework will extend the length of the student's graduate program beyond the eight quarters normally required for graduation.

Students are also required to meet the math and English undergraduate coursework requirements of The Ohio State University in the College of Social and Behavioral Sciences (or their equivalent). The initial academic advisor will review the student's record during the first quarter of graduate enrollment to determine whether these requirements have been met. If a deficit is found, students will be advised to take remedial undergraduate coursework.

In addition, the standards for the ASHA certificate of clinical competence state that the applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences. This pre-requisite knowledge is normally obtained during undergraduate studies and is demonstrated by transcript credit. A complete description of the ASHA requirements for certification in audiology can be found on the ASHA website at http://www.asha.org/about/membership-certification/certification/aud_standards_new.htm

It is the student's responsibility to meet with his or her initial advisor during the first quarter of the graduate program to ensure that all prerequisites for graduate study have been met.

6.5 Course and Hour Requirements for the AuD Degree

6.5.1 Required Courses

The Graduate School requires a minimum of 135 graduate credit hours beyond the bachelor's degree for a professional doctoral degree. The AuD requires considerably more than this minimum

number of hours. The required coursework for the professional AuD program is provided in the Appendix A of this handbook.

The AuD program is designed to extend over a four-year period. Students are expected to begin their program in the Autumn Quarter. Students should expect to graduate no sooner than the end of Spring Quarter of their fourth year.

Students will not be allowed to take more than 21 hours of academic coursework (graduate and/or undergraduate hours) in any given quarter.

If prerequisite and/or elective courses will bring the total number of hours above 21 for a given quarter, the student must omit a course or practicum for that quarter. Thus, later graduation can be anticipated if the student chooses to take extensive elective coursework or if a student has prerequisite courses to make up. Later graduation can also be anticipated if the student chooses to accept a graduate associate position or works extensively outside of the graduate program; the time necessary to complete these outside requirements often make scheduling academic coursework and practicum more difficult, necessitating extra time to complete academic and clinical requirements.

Required graduate courses may be waived (see *Waiver for Required Course* form in Appendix A) for an individual if a similar course was taken at another academic institution and if the course is directly comparable in scope and perspective. The student may be required to demonstrate competency on a proficiency exam. A signed copy of the waiver form must be placed in the student's academic folder.

6.5.2 Requirements for ASHA Certification and State Licensure

6.5.3.1 ASHA Certification: The requirements of the AuD program have been developed, in part, to meet or exceed the requirements established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence (for details see the audiology certification standard located on the ASHA website: http://www.asha.org/about/membership-certification/certification/aud_standards_new.htm). These credit hours will include both required courses and electives as detailed in Sections 6.5.1 All "Professional Coursework" must be credit hours obtained through enrollment in Department of Speech and Hearing Science courses or with Graduate Studies Committee approval if taken at another CAA-accredited program.

6.5.3.2 State Licensure: The State of Ohio requires, by law, that anyone who practices audiology, or represents himself, or herself, to be an audiologist in Ohio must hold a valid license issued by The Ohio Board of Speech-Language Pathology and Audiology. Successful completion of the AuD program prepares the student to meet State of Ohio Licensure requirements. For details of the licensure requirements and the process for obtaining a license see the board's web site (<http://slpaud.ohio.gov/>). Laws governing the practice of audiology may vary in other states. The student planning to seek a position outside the state of Ohio is expected to become familiar with the licensure requirements of that particular state.

6.6 The AuD Qualifying Examination

At the end of Spring Quarter of the first year of the program, all students must pass the AuD Qualifying Examination in order to continue in the program. This examination is designed to assess student competence in the knowledge and skill areas the faculty and staff have determined to be prerequisite to continuation in the program. The examination consists of written questions over the coursework completed during Autumn, Winter, and Spring Quarters of the first year of the program. Emphasis will be given to integration of material across courses (e.g., how science influences clinical applications, case studies). In addition, practical examinations are given. The practical examination assesses skills needed by students

beginning practicum (e.g., basic audiologic testing, selection and fitting of hearing aids, counseling). The qualifying exam is always given on the Thursday and Friday of final exam week during Spring Quarter, **no exceptions**. Successful completion of the Qualifying Exam is required to enroll in summer quarter required courses and practicum (students may enroll in independent studies to prepare for the follow-up exam). If a student does not pass the Qualifying Exam, they may be given one opportunity to retake the exam 6 weeks after the first exam, approximately the third week of July. If a student does not pass the Qualifying Exam on the second try, the Graduate School will be asked to deny further enrollment in the AuD program.

6.7 The AuD Professional Doctoral Examination

In order to begin the clinical externship, students must successfully complete the AuD Professional Doctoral Examination. This examination is designed to test the student's fundamental knowledge of the field of audiology and the student's ability to think and express ideas clearly; successful completion will indicate student preparedness for the 4th year professional experience and completion of a capstone project.

6.7.1 Description and Timing:

The written examination will consist of questions covering the following three topic areas: a) professional issues; b) clinical applications; and c) basic science. The questions will be answered using a "take-home" examination format.

If a student does not meet the expected performance criteria, he/she will be given feedback by his/her advisor and will have the opportunity to re-write later in the same quarter. If the student does not meet expected performance levels on the re-write, the student will be judged to have failed the examination and the failure will be reported to the Graduate School.

A student may be allowed to retake the entire AuD Professional Doctoral Examination in spring quarter of the third year. If the student fails again, the Chair of the Graduate Studies Committee will ask the Graduate School to deny the student future enrollment in the AuD program.

6.7.2 AuD Professional Doctoral Examination Committee: The examination committee will be made up of the members of the Audiology/Hearing Science Subcommittee .

6.7.2 Policies Related to the Professional Doctoral Examination: General policies related to the conduct of the examination (e.g., notification of the written examination, policies for postponement and appeals, etc.) as outlined in the *Graduate School Handbook II* (Section 6.17.6) apply to the AuD Professional Doctoral Examination. Consistent with Graduate School Policy, the student is considered to have completed the AuD professional doctoral examination successfully only when the decision of the AuD Examination Committee is unanimously affirmative.

6.7.3 Time to Degree: Graduate School policy (*Graduate School Handbook, II. 6.17.11*) requires that all AuD requirements must be met within five years after the student passes the Professional Doctoral Examination.

6.8 The AuD Capstone Project

The student, in consultation with an advisor, must define a Capstone Project to be completed during the latter part of the program. The Capstone Project must demonstrate the student's mastery in an individually-defined area of interest. The nature of each project may vary with the interests and plans of the individual student, but the following guidelines are required:

- a. The Capstone Project must be supervised by a committee composed of the student's advisor

(Graduate Faculty level “P”) and at least two additional graduate faculty members from the Department of Speech and Hearing Science. An outside member of the committee with special expertise in the topic may be added.

- b. The Capstone Project is expected to be a scholarly contribution to knowledge in a chosen area of specialization. Formats for the Capstone Project may include:
 - i. Research Track: Clinical or laboratory research study (required for AuD/PhD students);
 - ii. Specialization: coursework outside the department (minimum of 12 hours) in a specific topic area. The specialization must culminate in a scholarly and original paper on the specialization topic and its importance to the profession of audiology.
- c. The student’s written prospectus must have been approved by the Capstone Project Committee members before work on the project is begun.
- d. The student must prepare a written Final Document (the AuD Capstone Document), which conforms to the Graduate School format requirements as described in the [Guidelines for Preparing Theses, Dissertations, and DMA Documents](#). **The final written document is due no later than May 1st of the student’s 4th year for a spring quarter graduation.**
- e. The student must pass the AuD Final Oral Examination—see Section 6.10, below.

Because portions of the Capstone Project can be completed during the third and fourth years of the AuD program, it is suggested that the student select and meet with an advisory committee during the second year of the program. **The *Capstone Experience Planning Form (Appendix A)* must be completed no later than October 1st of the 3rd year of the program**

6.9. Fourth Year Clinical Experience

The 4th year clinical experience requires a student to obtain one year of full-time experience in a clinical setting. The student is expected to participate in all activities related to the practice of audiology at the site. These activities could include, but are not necessarily limited to: case planning, diagnostics, treatment, billing, continuing education, etc.)

6.9.1. Requirements to be completed **prior to beginning** the 4th year experience:

- i. The student must complete the didactic coursework required for the AuD (see *AuD Curriculum* in the Appendix A);
- ii. The student must complete the specialization coursework that has been approved by the Audiology Oversight Committee and is outlined on *AuD Specialization Coursework Approval Form* (see form in the Appendices for Volume I);
- iii. The student must have an approved plan for the Capstone Project (see *Capstone Project Approval Form* in the Appendices for Volume I);
- iv. The student must have achieved all defined practicum competency levels;
- v. The student must have successfully completed the AuD Candidacy Examination.

6.9.2. Requirements **during** the 4th year experience:

- i. The experience is a full-time (35-40 hours per week) assignment;
- ii. Students should begin the experience on the first day of Summer Quarter and end the experience on the last day of Spring Quarter—any exceptions to this rule must be pre-approved by the practicum coordinator;
- iii. Students will follow the schedule (holidays, vacations, etc.) of the practicum site, **not** the university schedule;
- iv. Students will enroll for 943 hours for each quarter of the experience.

6.10 The Exit Requirement: AuD Final Oral Examination

6.10.1 Description. The Final Oral Examination will deal extensively with the portion of the candidate's field of specialization encompassed by the Capstone Project and Document, though questions will not be confined exclusively to the subject matter of that project. Additional questions regarding the AuD curriculum and 4th year clinical experience are to be expected. The Final Oral Examination seeks to test each student's breadth and depth of knowledge related professional practice in the field of audiology.

6.10.2 AuD Final Oral Examination Committee: The Final Oral Examination Committee will be composed of the members of the graduate faculty who supervised the Capstone Project (the student's advisor and at least two additional graduate faculty members from the Department of Speech and Hearing Science). The student's advisor will serve as Chair of the Final Oral Examination Committee.

6.10.3 Policies Related to the Final Oral Examination: General policies related to the conduct of the examination (e.g., notification of the oral examination, policies for postponement and second final oral examinations, etc.) as outlined in the *Graduate School Handbook Part II, Section 6.17* will apply to the AuD Final Oral Examination. Consistent with Graduate School Policy, the student is considered to have completed the AuD Final Oral Examination successfully only when the decision of the AuD Final Oral Examination Committee includes no more than one negative vote.

6.11 Policies Related to AuD/PhD Students

The Department offers an AuD/PhD program for those interested in receiving both a professional degree (AuD) and a research degree (PhD). The professional doctoral program is designed to meet the current requirements for the ASHA Certificate of Clinical Competence and a license to practice audiology in the State of Ohio. The research doctoral program is designed for students interested in a traditional PhD program—one that focuses on research and prepares students for careers in teaching and research. AuD/PhD students distribute the coursework in a **slightly** different manner during their first 3 years of the program (see modifications listed below). The AuD portion of the program can still be completed in 4 years, with the remainder of the PhD requirements completed after the 4th year externship experience. See Chapter 7 for a detailed description of the requirements for a PhD in Speech and Hearing Science.

- a. The SHS 643 (Observation) course taken during the first three quarters of the program will include observation experiences in both clinical audiology and research;
- b. AuD/PhD students will take the 6 quarter SHS 900 (1 credit Doctoral ProSeminar) series during years two and three of the AuD program;
- c. AuD/PhD students must complete a clinical or laboratory research study for their Capstone Project, with the outcome of the project a presentation at a national meeting or publication in a journal.

6.12 Academic Standards

All students are expected to be familiar with the University policy on academic integrity as outlined in the [Code of Student Conduct](#) and the Graduate School's [Code of Research and Scholarly Conduct](#). Other sources of information on academic misconduct (integrity) to which you can refer include:

- a. The Committee on Academic Misconduct web pages: <http://oaa.osu.edu/coam/home.html>
- b. *Ten Suggestions for Preserving Academic Integrity*: <http://oaa.osu.edu/coam/ten-suggestions.html>
- c. *Eight Cardinal Rules of Academic Integrity*: <http://www.northwestern.edu/uacc/8cards.html>

A graduate student must maintain a 3.0 cumulative grade point average (GPA) for all graduate credit hours taken at this University in order to graduate (*Graduate School Handbook*, II.4.1). Moreover, a student who does not maintain reasonable progress toward a degree or who does not fulfill other graduate program requirements, including those regarding professional standards and misconduct can be denied further registration in the program upon the recommendation of the Graduate Studies Chair. (*Graduate School Handbook*, II.4.6). For the AuD program, a student is deemed not to be making satisfactory progress if:

- a. The student has obtained an unsatisfactory grade (i.e., a "U" or a "C+" or lower) in the same required course two times;
- b. The student has obtained an unsatisfactory grade (i.e., a "U" or a "C+" or lower) in three different required courses;
- c. The student has failed the AuD Qualifying Examination two times;
- d. The student has failed the AuD Professional Doctoral Examination two times;
- e. The student has failed the AuD Final Oral Examination two times;
- f. The student has a cumulative graduate GPA of less than 3.0 for three consecutive quarters.

To ensure that student problems are addressed in a timely matter, the Department has implemented the following policies:

- a. Any student whose overall GPA drops below 3.0 after any quarter must attend a meeting which includes the Department Chair, the Chair of the Graduate Studies Committee, and the student's academic and clinic advisors. The meeting must be scheduled within the first two weeks of the following quarter. Together, these faculty and staff members will develop a structured plan for raising the student's GPA above the minimum (3.00) within 2 quarters. The Graduate School will be asked to deny further registration to students who fail to achieve a 3.0 GPA for three consecutive quarters.
- b. Any student who receives an unsatisfactory grade (i.e., a "U" or a "C+" or lower) in a required course must attend a meeting which includes the Chair of the Graduate Studies Committee and the student's academic and clinic advisors. The meeting must be scheduled within the first two weeks of the following quarter. The meeting will address the difficulties that the student experienced in the course and a plan will be developed to ensure that the course is completed satisfactorily at its next offering and that satisfactory grades can be obtained in future courses. The Graduate School will be asked to deny further registration to students who receive an unsatisfactory grade in the same course two times or in three different required courses.

Additionally, the following policies pertain to grades in the department.

- a. If a student receives a "U" (Unsatisfactory) in a SHS 743 course, the student will be prohibited from enrolling in SHS 843 the following quarter.
- b. Courses required in the graduate program in speech-language pathology, audiology, or speech and hearing science must be completed in a satisfactory manner. Therefore, if a graduate student receives a grade of C+ or poorer in a required graduate course, the student must retake the course the next time it is offered and must achieve a B- or better. **Students are**

reminded that a 'W' (withdraw) for a required course is an indication of failure to complete the course.

- c. The grade of "Incomplete" (I) should only be given when a student has failed to complete all the requirements of the course due to circumstances beyond the student's control (e.g., illness, death in the family). It is assumed that this will be a relatively rare event.
- d. As a matter of policy, the Department of Speech and Hearing Science discourages the use of "extra-credit" assignments by instructors.

6.13 Graduate School Requirements for the Quarter of Graduation

A student expecting to graduate with an AuD degree must submit a signed [Application to Graduate-Professional Doctorate](#), to the Chair of the Graduate Studies Committee **no later than the second Friday of the quarter in which the degree is sought**. The following requirements are typically completed the quarter the AuD is awarded.

- Satisfactory completion of the AuD Final Oral Examination (details outlined above in Section 6.10) by the Graduate School's published deadline;
- Satisfactory completion of the AuD Capstone Document (details on Capstone Project outlined above in Section 6.8) by the Graduate School's published deadline—the document must conform to the Graduate School format requirements as described in the [Guidelines for Preparing Theses, Dissertations, and DMA Documents](#).

6.14 Department Requirements for the Quarter of Graduation

6.14.1 ASHA Certification Applications and the Exit Interview

The Chair of the Department of Speech and Hearing Science must sign all ASHA Certification applications. The Chair will sign each student's application during the student's exit interview, which is normally scheduled during the tenth week of the quarter of graduation. Prior to the exit interview, each student must meet with his or her clinical advisor (who will approve and provide a signed record of the student's clinical hours) and with his or her academic advisor (who will review and provide a signed record of the coursework required for certification and licensure). Details regarding preparation for the exit interview can be found in the *Graduation Checklist* (Appendix C).

Prior to the exit interview, every student is expected to complete an *On-Line Exit Interview* concerning his or her graduate educational experience. The feedback received from these questionnaires is used to plan and implement program improvement.

6.14.2 NTE PRAXIS Examination Results

Every student is **required** to request that a copy of her/his score on the NTE PRAXIS exam be sent to the Department of Speech and Hearing Science. It is important to note that your performance on the PRAXIS exam reflects on our program. Consequently, students should not take the exam prior to completing a majority of academic and clinical requirements. Please note that the Chair **may withhold approval of the certification application** if the student has not sent the NTE PRAXIS results to the Department.

6.1.4.3 Seminar/Independent Study Descriptions.

Each student must provide evidence of every seminar (a copy of the syllabus) and independent study (a copy of the *Independent Study Authorization Form*, which can be found in the Appendix B) taken for credit in the AuD program. This will include SHS 693, 893, 940 and 950. Under normal circumstances, these forms should be placed in your academic folder during, or immediately following, the quarter in which the course was taken. The Chair of the Graduate Studies Committee **will not sign** an application to graduate until these materials are in the student's folder.

6.1.4.4 Department Copies of the Capstone Document

A final bound copy of the Capstone Document must be submitted to the main office of the Department of Speech and Hearing Science and another copy must be given to the Capstone Project advisor. The Department has established a required type of binding. The project must be "library" bound with the student's name, degree, and year in gold lettering on the spine. **The candidate should confer with the Department Office before arranging for binding of the project.**

6.15 Miscellaneous Department and University Policies

6.15.1 Semiannual Student Evaluations.

In addition to the academic standards outlined in Section 6.5-6.10, faculty and staff will monitor graduate student progress toward the degree. This procedure includes a number of steps, outlined as follows:

- a) At least once each year, all tenure-track faculty and clinical staff will meet as a group to discuss the performance of each of the active graduate students in the program. Advisors are expected to check their own advisee's performance in coursework taken from other departments by examining the student's advising report (available in the student's folder). Students will be evaluated on their academic, clinical, and (where appropriate) research performance.
- b) The student's advisor will summarize the discussion on the *Evaluation of Graduate Student Performance* form (Volume I Appendices), which will be placed in a file in the graduate coordinator's office.
 - (1) If student progress is satisfactory, the advisor is encouraged to communicate this information to his or her advisees by providing each student with a copy of the completed *Evaluation of Graduate Student Performance* form (Volume I Appendices)
 - (2) If minor areas of concern are noted during the discussion, the advisor **must schedule a meeting** with the student to outline the concerns raised in the discussion. Students must be provided with a copy of the completed *Evaluation of Graduate Student Performance* form (Volume I Appendices). Steps for remediation may be discussed with the student, as deemed appropriate by the advisor.
 - (3) If the student's performance is identified as unacceptable in one or more areas, the advisor **must schedule a meeting** with a student to discuss the concerns raised by the faculty and/or clinical staff. Students must be provided with a copy of the completed *Evaluation of Graduate Student Performance* form (Volume I Appendices). In addition, the faculty and/or clinical staff will specify a set of conditions (**in writing**) designed to address performance difficulties. Specific goals will be set and the student will be warned that failure to meet

these goals could result in denial of continued registration in our program. Students whom the faculty and/or clinical staff believe are doing so poorly in one or more areas that it is very unlikely that they will be able to complete the program will be counseled to consider dropping out of the program. However, except under the most unusual of circumstances, students will be given a chance to improve their performance. Students given such conditions will be monitored through periodic meetings by their advisor, the Chair of the Graduate Studies Committee and the Chair of the Department.

6.1.5.2 Time limit for Completion of AuD degree requirements

Each student admitted to the AuD program is required to successfully complete the AuD Candidacy Examination within five (5) years of admission to the program. Once the Candidacy Examination is completed, the student has a maximum of three (3) years to complete the remaining program requirements.

6.1.5.3 Identification of "Inactive" Students

- a. A student who has not completed at least 3 credits during a quarter for 3 consecutive quarters, shall be considered to be "inactive".
- b. The Department will not consider "inactive" students as bona fide graduate students in any Departmental reports. The Graduate Studies Committee will ask the Graduate School to deny all further registration privileges to students designated as "inactive" until they are officially re-admitted to the program.
- c. Inactive students requesting re-admission to the program must submit their requests in writing to the Graduate Studies Committee. The request must include information about the reason for the student's hiatus as an active graduate student. The Graduate Committee may request additional information from the inactive student (e.g., letters of recommendation).
- d. The Graduate Studies Committee will make its decision in a timely manner. If the decision is to re-admit, the Chair of the Committee will request that the Graduate School allow the student to again register for coursework.

7.0 PhD Degree Program

See the *Graduate School Handbook*, (Part II Section 6), for official Graduate School policies and requirements concerning PhD programs.

7.1 Areas of Specialization

The Department offers a PhD degree in Speech and Hearing Science with emphasis in Speech-Language Pathology, Audiology, Speech Science, or Hearing Science. A student's academic program will consist of coursework within the Department of Speech and Hearing Science as well as in relevant and related academic areas such as Linguistics, Psychology, Statistics, Electrical Engineering, Computer and Information Science, and Education.

7.2 Admission Requirements

For a summary of official Graduate School admission requirements see the *Graduate School Handbook*, Part II Section 1.

7.2.1 Regular Admission Process

Evaluation of applications for admission to the PhD program is the responsibility of the Speech and Hearing Science Graduate Studies Committee. The members of this committee independently evaluate the applicant's potential for successful PhD study. For an applicant to be considered the following **minimum** requirements must be met:

1. Grade Point Average (GPA)

- a) 3.0 / 4.0 undergraduate
- b) 3.3 / 4.0 graduate

2. Graduate Record Examination (GRE)

Verbal, Quantitative and Analytic (or Analytic Writing) scores must be submitted, but the department has established no minimum score.

3. Recommendations

- a. Students completing the master's degree at Ohio State must have written letters of recommendation from the members of their master's committee indicating their assessment of the student's potential for PhD study.
- b. Students completing the master's degree at other institutions must submit three letters of recommendation from individuals who can evaluate the applicant's potential for PhD study. It is recommended that, if possible, at least two of these letters be written by individuals who can evaluate the student's **academic** capabilities (e.g., college or university faculty from those institutions).

Students (except MA/PhD and AuD/PhD students) may be admitted to begin PhD study during any quarter.

7.3 General Policies for PhD Students

- a. It is recommended that all applicants complete a master's degree with thesis. If the master's degree did not include a thesis, the student must complete a research project equal in scope to a

master's thesis during the first year of the PhD program. (See Section 6.4 below).

- b. There is no limit to the graduate credit earned from another University that may be transferred. Residence requirements, however, determine credit hours that may be counted toward the degree (*Graduate School Handbook* II.6.2). Requests for such credit should be directed to the Chair of the Graduate Studies Committee. The Graduate Studies Committee will then consider such a transfer.
- c. Applicants requesting admission to the PhD program who do not have a master's degree will be admitted to the master's program. An expedited application to the PhD program can be made after the first 45 hours of graduate credit have been completed (see "e" below).
- d. Applicants holding a master's degree in some field other than Speech and Hearing Science should be advised that it is not the purpose of the PhD program in Speech and Hearing Science at OSU to provide professional, clinical training. Applicants who wish to obtain such training should apply to the master's in Speech-Language Pathology program or Doctor of Audiology (AuD) program. However, students from related fields are *encouraged* to pursue a PhD degree in Speech and Hearing Science (which is highly interdisciplinary in nature) as a research degree.
- e. Students completing the master's degree in Speech-Language Pathology or in Speech and Hearing Science or the AuD program in Audiology at Ohio State should, **in writing**, advise the Graduate Studies Committee of their desire to apply to the PhD program.

7.4 MA/PhD and AuD/PhD Programs:

The Department of Speech and Hearing Science offers both an MA/PhD program and an AuD/PhD program. Students can apply to these programs when they initially apply to the program or they can petition the Graduate Studies Committee (with a letter of support from their advisor) to transfer from the MA or AuD program into the MA/PhD or the AuD/PhD program.

7.4.1 MA/PhD Program: The Department of Speech and Hearing Science offers an MA/PhD degree for those interested in receiving a dual degree as a certified speech-language pathologist and a doctoral degree. The clinical program is designed to meet the current requirements for the ASHA Certificate of Clinical Competence (CCC) and a license to practice as a speech-language pathologist in the State of Ohio. Typically, the MA/PhD program takes about five to six years to complete. We suggest that our MA/PhD students take a somewhat lighter course load and clinic load, relative to traditional master's students, during their first two years in the program so that they can immediately become involved in research. Because of this, students can expect that it will take one or more additional quarters to complete all of the requirements for the MA degree and clinical certification. We assign each MA/PhD student to an advisor in their area of research interest so that they can become involved in research during their first year in the program. We expect all MA/PhD students to complete a first-year research project, the outcome of which is a presentation at a conference.

7.4.2 AuD/PhD Program: The Department of Speech and Hearing Science offers an AuD/PhD degree for those interested in receiving both a professional doctoral degree (AuD) and a research doctoral degree (PhD). The professional doctoral program is designed to meet the current requirements for the ASHA certification and a license to practice as an audiologist in the state of Ohio. The research doctoral program is designed for students interested in a traditional PhD program—one that focuses on research and prepares students for careers in teaching and research. AuD/PhD students distribute their coursework and clinical work in a slightly different manner than AuD-only students during the first 3 years of the AuD program, allowing them opportunities to immediately become involved in research. We assign each AuD/PhD student to an advisor in their area of research interest and we expect all AuD/PhD students to gain research experience in at least three research laboratories during their first year of the program.

7.5 Master's Thesis Equivalent

Students accepted into the PhD program who have not written a master's thesis must complete an equivalent research project during the first year of PhD study. To fulfill this requirement:

- a. The student must form a committee composed of at least two members, one of whom should be the advisor. The requirements for the thesis-equivalent committee membership are the same as those for the MA thesis committee;
- b. The research proposal must be formally approved by all committee members;
- c. Following completion of the research project, it must be officially approved by all committee members;
- d. The student must publicly present the results of the research to an appropriate audience. This requirement could be met by presenting a paper or poster at a meeting of a learned or professional society (e.g., American Speech-Language-Hearing Association Conference, the Acoustical Society of America {either at a national meeting or at a local chapter meeting}, the Ohio Speech and Hearing Association Conference, etc.) or by publishing the work in a peer-reviewed journal.

7.6 Advisor and Committee Selection

The student's advisor will be a Category P graduate faculty member in the Department. A student may also have a co-advisor who is a Category M graduate faculty member. The student and advisor will select at least three other authorized Graduate Faculty members to complete the Advisory Committee, which will serve as the student's Examination Committee. The other members of the committee must have either Category M or P status, and at least two of the members (the advisor and one other) must be faculty in this Department. The purpose of this committee is to assist the student in planning an individualized course of study and in coordinating and conducting the written and oral portions of the Candidacy Examination. Note that composition of the student's Dissertation Committee (*Graduate School Handbook*, II.6.9.2) may differ: a Chair (a faculty member in the Department with Category P status) and two additional faculty members (with Category M or P status)—see Section IV.3.5.

The student is free to change advisors at any time with the approval of the new advisor by filing the *Change of Advisor* form (Appendix B). Under most circumstances, the dissertation advisor will be the academic advisor.

7.7 Program Planning

Every PhD student is expected to enroll in the departmental Pro-Seminar (Sp/Hrng 900) until each component of the six-quarter rotation of Pro-Sem has been completed

- 1) Autumn Quarter Year A: Career Paths for PhDs
- 2) Winter Quarter Year A: Research Ethics and Human Subjects Requirements
- 3) Spring Quarter Year A: Lab Set-Up for Basic and Clinical Research
- 4) Autumn Quarter Year B: Grant Writing Workshop
- 5) Winter Quarter Year B: New Technology in Teaching
- 6) Spring Quarter Year B: Publications and Presentations—Why, How, and Where to Publish

At present, no other specific courses are required of PhD students, although several may be strongly recommended. The PhD degree should enable the student to achieve a high level of competence and to contribute knowledge to the field. A coherent pattern of courses and experience should reflect these goals. The program should include a concentration of "...study designed to foster research, scholarship

and a knowledge of a specialty in relation to allied academic areas" (*Graduate School Handbook*, II.6.1).

Each student will, in conjunction with his or her Advisory committee, use the guidelines listed below to plan an individualized course of study.

Coursework Distribution Summary

Department	Dissertation	Research	Outside	MA/MS	Open
35 hrs	20 hrs	15 hrs	15 hrs	45 hrs	5 hrs

The student is required to complete a minimum of 135* credit hours beyond the BA. If a master's degree has been obtained then the student must earn a minimum of 90* credit hours. Twenty of these credit hours normally are devoted to dissertation research. A minimum of 15 credit hours of these 90 credit hours should be obtained in courses designed to increase skills in research methods. Additionally, the Advisory Committee and student shall determine areas of focused study in which the student will obtain a minimum of 35 credit hours in Speech and Hearing Science. Of these 35 credit hours, a minimum of 9 credit hours of specialized research projects should be taken in the area or areas of focus. Of the remaining 55 credit hours, the student should take a minimum of 15 credit hours outside of the Department of Speech and Hearing Science. These 15 credit hours should reflect the coherent theme or pattern agreed upon by the Advisory Committee. The last 5 credit hours of coursework may be applied, as the student and Advisory Committee deem appropriate. It should be noted that most PhD students take far more than the minimum 90 credit hours required for the PhD program and students having deficits in their academic backgrounds may be required to take additional coursework.

In addition to the above requirements, the Graduate School requires that the following residence requirements must be met:

- a. 45 hours taken at this University;
- b. A period of concentrated graduate study at this University during three out of four consecutive quarters with at least 10 graduate credit hours per quarter;
- c. 20 graduate credit hours after admission to candidacy in not less than two quarters of registration at this University.

The student's plan of study should be submitted to the student's Advisory Committee **during the first year of enrollment**. Modifications in the plan can be submitted to the Advisory Committee at a later time if changes are deemed necessary.

The advisory committee will ensure that the student's program prepares the student for the responsibilities of college teaching. Because preparation for college teaching is a crucial component of our PhD program, students must meet this requirement regardless of the type or amount of funding that the student receives from the University or Department. The program developed for the student is left to the discretion of the advisory committee, but the student must be prepared to meet responsibilities that include, but are not limited to:

- a. Course preparation (e.g., syllabus creation, text selection, lecture organization, and development of student labs or recitations).
- b. Teaching (e.g., delivery of lectures, recitations and labs, individual instruction during office hours, and follow-up with students having difficulty).
- c. Student evaluation (e.g., preparation of examinations, grading, assignment of final grades, issues of student confidentiality and academic misconduct).
- d. Student advising (e.g., career options, course load and selection of graduate schools).

7.8 Academic Standards

All students are expected to be familiar with the University policy on academic integrity as outlined in the [Code of Student Conduct](#) and the Graduate School's [Code of Research and Scholarly Conduct](#). Other sources of information on academic misconduct (integrity) to which you can refer include:

- a. The Committee on Academic Misconduct web pages: <http://oaa.osu.edu/coam/home.html>
- b. *Ten Suggestions for Preserving Academic Integrity*: <http://oaa.osu.edu/coam/ten-suggestions.html>
- c. *Eight Cardinal Rules of Academic Integrity*: <http://www.northwestern.edu/uacc/8cards.html>

According to Graduate School regulations, a PhD student is expected to maintain a grade point average (GPA) of B (3.0) or better in graduate coursework. The following rules apply if this minimum GPA is not maintained:

- 1. If at any time after 15 hours of graduate credit are received by a student, the student's GPA falls below 3.0, the Graduate Studies Committee will be notified by the Graduate School.
- 2. The Dean of the Graduate School will place the student on probation. If the GPA is not raised the student *can and will be dismissed* from the University on recommendation of the Graduate Studies Committee to the Secretary of the Graduate School.
- 3. Any student having an academic record which is not satisfactory to the department *may be denied registration* for a PhD program upon the recommendation of the Graduate Studies Committee to the Graduate Dean. The Graduate School will then deny further registration.
- 4. A student may petition to be reinstated (*Graduate School Handbook*, II.4.6).

7.9 The Candidacy Examination (*Graduate School Handbook*, II.6.4)

7.9.1 Scheduling the Candidacy Examination

The Candidacy Examination may be taken at any time deemed appropriate by the student's advisory committee but is normally taken after the majority of academic coursework has been completed. Those students who have completed a master's degree without thesis must complete their equivalent research project prior to scheduling the Candidacy Examination. The student must be registered for at least 3 hours during the quarter the Candidacy Examination is taken and the Graduate School must be notified of the dates of the examination using the official graduate school notification form, which is available in the Department office, http://www.gradsch.ohio-state.edu/Depo/PDF/Doc_Notify.pdf.

7.9.2 Candidacy Examination Procedures

The Candidacy Examination, administered under the direction of the student's Advisory Committee, Graduate Studies Committee, and the Graduate School, is designed to test the fundamental knowledge and preparation of the student in the chosen discipline. Upon passing this examination, the student is assumed to be properly prepared to undertake dissertation research.

The Candidacy Examination consists of two parts, a written examination, and an oral examination. Questions for the written examination will be based upon a bibliography compiled by the candidate in consultation with each member of the Advisory Committee. Each member of the Advisory Committee will submit questions pertaining to one or more areas covered in the bibliography. The candidate will have three days for each of four areas, or four days for each of three areas, to prepare a written response to the questions submitted. The candidate is expected to make full use of journals, books and notes in the preparation of each response. The committee will expect to receive a fully documented and well-written response to each question posed. The written portion of the examination must be completed within twelve weeks. Graduate Faculty members from other programs may be invited to participate in the written examination process where this is deemed advisable by the student's committee. **No less than four members of the graduate faculty shall participate in the preparation of this portion of the examination process. Committee membership must include the student's advisor and at least one other graduate faculty member from the Department of Speech and Hearing Science (see Section 6.5).**

The oral examination, which normally will not exceed two hours duration, shall be administered by a committee of no less than five graduate faculty members, those faculty who participated in the written examination, plus a Graduate School representative selected by the Dean of the Graduate School. In addition to the usual responsibilities of other committee members, the Graduate School representative is responsible for ensuring that the examination is administered in a fair manner; a report of opinion concerning the quality of the examination will be made to the Dean. The oral examination must follow the written examination; it must be scheduled at least two weeks in advance, and the Dean of the Graduate School notified. The Dean will select the Graduate School representative and notify the student's advisor of the selection.

The student is considered to have passed only when the decision of the examining committee is **unanimously** affirmative. If a failure is recorded, the student may be permitted to take a second examination if the committee recommends it. No candidate will be permitted to take the Candidacy Examination more than twice. On written appeal by the student or an examining committee member, the Policy and Standards Committee of the Research and Graduate Council shall investigate to ensure that the examination has been conducted fairly and without prejudice to the student.

7.9.3 Admission to Candidacy

Provided all requirements have been met, the satisfactory passing of the Candidacy Examination admits the student to candidacy for the degree at the end of the quarter in which the Candidacy Examination is completed.

7.10 Dissertation (*Graduate School Handbook* II.6.9)

The PhD candidate must offer a dissertation that is a definite contribution to knowledge of importance sufficient to warrant its publication. Detailed information concerning the form of the dissertation and the mechanics of preparing the final draft and abstract can be found in [Guidelines for Preparing Theses, Dissertations and DMA Documents](#).

7.10.1 Dissertation Committee

The Dissertation Committee is composed of an advisor who has graduate faculty status (P) in the Department of Speech and Hearing Science and at least two other graduate faculty members who must be either Category M or P. A Category M faculty member may co-advise the Dissertation with a Category P faculty member. Normally, at least two members of the Dissertation Committee are faculty members in the Department.

7.10.2 Prospectus (Dissertation Proposal)

Prior to data collection (excluding pilot studies) on the dissertation, a prospectus meeting must be held to consider the merit of the proposed dissertation. The student's Dissertation Committee must be in attendance. Other faculty may attend if the members of the dissertation committee so desire. A tentative introduction, review of the literature, and proposed procedures must be disseminated to committee members, **in writing**, one week before the prospectus meeting. Major changes in the dissertation project, after the prospectus has been approved, require the approval of the full dissertation committee.

7.10.3 Graduate School Procedures re: Dissertation Submission

The Dissertation Committee must approve a satisfactory draft of the dissertation. Approval of the draft, as indicated by the Draft Approval form, must be submitted to the Graduate School not less than two weeks before the date of the Final Oral Examination.

Each candidate must consult with the Graduate School regarding the required format for paper and/or electronic submission of the final dissertation document. As guidelines change, it is important to check with the Graduate School during the quarter in which graduation is anticipated. Guidelines are normally available in the current [Guidelines for Preparing Theses, Dissertations and DMA Documents](#). The final dissertation must be delivered to the Graduate School by the published deadline for the quarter.

In addition, a final bound copy of the dissertation must be submitted to the main office of the Department of Speech and Hearing Science and another copy must be given to the dissertation advisor. The Department has established a required type of binding. The departmental copy of the dissertation must be "library" bound with the student's name, degree, and year in gold lettering on the spine. **The candidate should confer with the Department Office before arranging for binding of the dissertation.**

7.10.4 Final Oral Examination (*Graduate School Handbook* II.6.10)

Final approval of the dissertation cannot occur until after the Final Oral Examination. The Final Oral Examination will deal intensively with the portion of the candidate's field of specialization in which the dissertation falls, though it need not be confined exclusively to the subject matter of the dissertation. The Final Oral Examination is to defend the content of the dissertation, research on which the document is based, and data and concepts that have contributed to the research. Furthermore, the Final Oral Examination seeks to test originality, independence of thought, and the capacity to synthesize and interpret data.

The Final Oral Examination, which normally will not exceed two hours duration, shall be conducted by the student's Dissertation Committee. The candidate's advisor shall act as chairperson, and the other examiners, subject to approval by the Dean of the Graduate School, shall normally include the Category M and P members of the candidate's Dissertation Committee plus a Graduate School Representative. The Graduate School Representative is a Category P graduate faculty member who is neither a graduate faculty member in the student's academic unit nor a member of the Dissertation Committee. With the consent of the student **and** the advisor, the Final Oral

Examination may be conducted as an “Open” examination. That is, members of the university community (faculty, staff and students) and the general public may attend the examination. However, only official members of the examination committee may be present during discussion of student performance and voting on the student’s performance in the examination.

In order to be considered satisfactory, the report of the Final Oral Examining Committee must have no more than one negative vote. If the student fails, the Final Oral Examination Committee decides whether the student is permitted a second examination. If the second examination is permitted, all members of the examining committee must be present during the oral questioning, and the committee must be the same as that which participated at the first examination unless substitution is approved by the Dean. The satisfactory Final Oral Examination report must be submitted to the Graduate School no later than two weeks before commencement.

7.11 PhD Student Evaluation and Identification of “Inactive” Students

The faculty will evaluate PhD students at least once each year according to the procedures outlined in Section 5.17. Because many PhD students are employed as graduate associates in the department, performance relative to these GA assignments will also be discussed. In addition, PhD students may be labeled as inactive and required to request re-admission as outlined in Section 5.18.

7.12 PhD Program Deadlines

- a. A student admitted to the graduate program as a PhD student who already has a master’s degree is expected to take the candidacy examination within 4 years of admission to the program.
- b. A student admitted to the program as a PhD student who has not completed a master’s degree is expected to take the candidacy examination within 5 years of admission to the program.

Note: Any period of officially approved (by the Graduate Studies Committee) “inactivity” would not count against the student’s required time.

- c. Graduate School rules require that a PhD candidate must submit the final copy of the dissertation to the Graduate School within five years of being admitted to candidacy (II.6.8.1) or the candidacy is canceled. With the approval of the adviser and the Graduate Studies Committee, the student may take a Supplemental Candidacy Examination. If the Supplemental Candidacy Examination is passed, the student is readmitted to candidacy and must then complete the dissertation within two years.

Rule II.6.8.2 governs the nature of the Supplemental Candidacy Examination. The Graduate School rules set no time limit for the administration of the required Supplemental Candidacy Examination. However, rule IV.2.4.18 empowers the Department Graduate Studies Committee to enact policies on time limits for completing degree requirements. At the June 1995 meeting of the Speech and Hearing Science Faculty, the Graduate Studies Committee recommended (and the faculty adopted) a policy which states the following: PhD students in Speech and Hearing Science who exceed the initial five year time limit on candidacy will be given three years to pass the Supplemental Candidacy Examination.

8.0 Department Facilities

8.1. Research Facilities

The physical facilities in the Department of Speech and Hearing Science include individual faculty laboratories (most with a sound-conditioned booth) and common laboratory space, computer-user rooms, and an anechoic chamber.

The research facilities include equipment for audio- and video-recording, digital signal analysis and synthesis, and articulatory data processing. Our facilities include a department LAN, which supports hard-wired Ethernet connections in offices, classrooms, laboratories and several student user rooms. The department maintains an 'electronics' shop staffed by a Computer Systems Designer/Engineer.

8.2 Clinic Facilities

The Speech-Language-Hearing Clinic includes assessment, treatment, and consultation rooms, a pre-school observation room, several video-observation rooms, storage space, a client-file room, an office, a business office, and a clinic waiting room. The clinic has appropriate computer facilities, as well as a wide range of video- and audio-recording equipment. The clinic facilities include the equipment and materials necessary for the assessment and treatment of a wide range of speech, language, and hearing disorders. Specialized equipment includes a Kay Clinical Speech Laboratory, an auditory brainstem response unit, a video-otoscope, and digital hearing aid programming systems.

The Department maintains a close clinical and research relationship with the Department of Otolaryngology. A jointly sponsored voice disorders clinic, The Voice and Swallowing Disorders Clinic, is housed in the Department of Otolaryngology. Instrumentation available for vocal analysis includes a Bruel & Kjaer stroboscope for video laryngo-stroboscopy, a Nagashima Phonatory Function Analyzer for the simultaneous analysis of vocal intensity, F0, pulmonary capacity for phonation, and rate of air flow during phonation, and audio recording equipment for acoustical analysis. Acoustical analysis of voice is possible with the equipment described above.

8.3 Office Space and Teaching Facilities

Offices for faculty and clinical staff members are situated on the first floor of Pressey Hall, as are offices of the department secretary, graduate secretary, and fiscal officer and department chair. The ground floor of Pressey Hall houses four classrooms, and a seminar room. The largest classroom is equipped with a video projection and speaker system; the remaining classrooms are equipped with video projections systems. A computer teaching lab with 15 PCs is used for group, statistical and web-based instruction. An additional computer lab is equipped with another 10 PCs. This lab is available for general computing use (word processing, email, internet searches) 24 hours a day. The ground floor also holds individual research laboratories for faculty members in the department.

9.0 Financial Assistance

9.1 Basic Information

The prospective student should visit the section on financing graduate education located on the Graduate School website: <http://gradsch.osu.edu/Category.aspx?Category=3&itemid=2> This source provides information about the various university and national fellowships administered by the Graduate School, including Graduate Enrichment Fellowship programs designed to increase the diversity of the graduate student population. The prospective student should also be aware that the Department of Speech and Hearing Science may have available a limited number of federally funded traineeships that include payment of fees. In cases where the faculty of Speech and Hearing Science have a funded grant providing financial aid to students, decisions on which students are selected for support will be based upon academic excellence, judged potential, financial need, and the criteria imposed by the granting agency.

9.2 PhD Students

Prospective or new PhD students should contact the Chair of the Department of Speech and Hearing Science for information on financial assistance. A limited number of Graduate Teaching Associate (GTA), Research Associate (GRA), and Administrative Associate (GAA) positions are available annually. These pay a stipend over nine months (three quarters) with remission of tuition and fees for the fourth quarter, providing the student held the position during the preceding Autumn, Winter, and Spring terms. These appointments are available for no longer than three years. Students with Graduate Associate (GA) appointments *must* enroll for *at least* 9 credit hours of coursework each quarter the position is held, but 15 credit hours is preferred. Normally these positions are 50% time (20 hours/week of work).

9.3 MA and AuD Students

MA and AuD students receiving fellowships (University Fellowships, Graduate Enrichment Fellowships) usually receive the stipend and tuition for no more than four quarters of full-time (i.e., 12 credit hrs) of enrollment. Students previously funded through these university fellowships **will be considered** for funding through the department for subsequent years, however, continued funding is not guaranteed. Funds allocated by the Department may be granted for a variable number of quarters subject to availability and demand. Students wishing to apply for Departmental financial support should complete the form *Statement of Student's Need for Financial Assistance* (Volume I Appendices) and file it in the Department office. All students receiving *Fellowships* or *Traineeships* (from whatever source) must enroll for at least 12 credit hours per quarter while receiving support, but enrollment for at least 15 hours per quarter is preferred. Students receiving *Graduate Associateships* must enroll for at least 9 graded, graduate hours per quarter, but again, enrollment for 15 hours per quarter is preferred.

9.4 Funding Guidelines for awarding Fellowships and Associateships

9.4.1 Fellowships: The names of only a few highly qualified students are submitted to the University Fellowship Competition. This selection process is based upon overall grade point average, grade point average within Speech and Hearing Science coursework, GRE scores, letters of recommendation, and strength of the undergraduate institution. These selections are made by the Graduate Studies Committee. According to the latest guidelines from the Graduate School, candidates for University Fellowships must have an overall GPA of at least 3.6. Candidates for Graduate Enrichment Fellowships must have a GPA of at least 3.1. However, these figures represent *minimum* grade point averages. The GPAs of successful nominees are usually substantially higher. Names submitted to the Fellowship Competitions are then reviewed by the Members of the University-wide Fellowship Committee who make the final decision about the Fellowship awards. This Fellowship Committee is composed of faculty members from all Colleges of the University.

The most prestigious award that a graduate student can receive is a *Presidential Fellowship*. The Presidential Fellowship is designed to support a student in his or her final year of graduate work while the student is completing his or her dissertation. Students are nominated for this award by the Graduate Studies Committee of each individual graduate program. The winners of this award are determined by the Presidential Fellowship Selection Committee, which is composed of one faculty member from each of the 10 program areas of the University.

9.4.2 *Associateships*: A limited number of graduate associateship (GA) positions are available from the Department of Speech and Hearing Science each year, although several more are often available through individual faculty grants from outside funding sources or administrative offices at Ohio State but outside the Department of Speech and Hearing Science.

9.4.2.1 *Criteria and Procedures for Selecting GAs* Positions that are funded by the department will be advertised using a brief (one paragraph) "job description." Positions funded by grants or other "outside" funds may elect to use this posting option by submitting a job description to the Graduate Studies Committee.

The immediate supervisor for the student holding each GA position will write the initial job description, and will be responsible for any changes or updates in the job responsibilities. The department chair must approve each job description before it is sent to the Graduate Studies Committee.

The position description should indicate the required qualifications, responsibilities, and hours per week required. It should also indicate whether the position is for 3 quarters (not including summer), 4 quarters, or a more limited duration (e.g., summer only).

When an opening for a GA position is anticipated, the job description will be sent by e-mail to all graduate students. Copies of GA position postings will also be sent to all faculty and staff members who should encourage applications by students they consider to be qualified for a position.

Since GA appointments are normally made for no more than one year at a time, all GA positions will be posted in the first week of Spring Quarter with an expected start in Autumn Quarter. Positions that become available at other times will be posted as soon as possible after the opening is confirmed by the department chair. In most cases, at least one quarter before the appointment is scheduled to begin.

Students holding a given GA appointment may be given preference for continued appointment in their position as long as they are performing those duties satisfactorily, are making satisfactory progress toward their degree, and have a GPA above the minimum required for funding.

Students will be given two weeks to apply for one or more GA positions. Applications must be endorsed by the student's academic advisor.

The Graduate Studies Committee will review all applications for open GA positions and submit a list of recommendations to the department chair. Normally, the GSC lists will rank applicants for each GA position. The department chair will make the appointments.

Appointment contracts for positions beginning with the Autumn Quarter will be issued by the department chair on, or before, May 1 of each academic year. After the student accepts an appointment and signs the contract, a copy will be provided to the Graduate Program Coordinator for the student's permanent file.

A student serving in a GA position who wishes to accept a different GA position must be released from the original contract before accepting the new appointment.

The GSC may recommend that an applicant for the graduate program be offered a GA appointment as part of the recruitment package. Those recommendations will be made by the GSC in February so that offers can be made by March 15 (to coincide with the University Fellowship deadline). Normally, a specific assignment will be included with the recommendation. Should the applicant decline the offer of admission, the GA position would then be advertised with the remaining positions during the first week of Spring Quarter.

9.4.2.2 Criteria and procedures for re-appointing GAs

When a student has direct teaching responsibilities, the evaluation criteria will include SEIs (Student Evaluation of Instruction) and a recommendation of the faculty director of the course. When a student has only indirect teaching responsibilities (such as assisting a faculty member), the faculty instructor will provide the Chair with a written evaluation of the student's performance. When a student has primarily research responsibilities, the faculty member directing the student will provide the Chair with a written evaluation of the student's performance. A minimum graduate GPA of 3.3 is required for re-appointment.

9.4.2.3 Period of Appointments

Normally, a GA appointment is made on a 9-month (3 quarter) basis. However, on some occasions an appointment may be for an entire year (i.e., 4 quarters) or for 1- or 2-quarters only. Periods of appointment will be explicit in any letter of offer.

9.4.2.4 Availability of Summer Quarter Appointments

Normally, the number of GA appointments made during the Summer Quarter is reduced. Some are made from individual research grant funding and some from outside administrative sources. The likelihood of summer appointment will be made clear to any GA upon request.

9.4.2.5 Stipend Levels

A 50% associateship pays a stipend, plus full tuition and fees. There are three tiers of stipend payments: (1) MA and AuD students, (2) PhD students (before passing Candidacy Exams) and (3) ABD students ("all but dissertation" students, i.e., those PhD students who have passed their Candidacy Exams). The stipend increases from level 1 to level 3. This represents the Department's policy for awarding "merit increases" for GAs. The monetary value of the stipend usually increases from year-to-year. The student should contact the department fiscal officer to obtain the current level of funding.

A 25% associateship pays a stipend (half the stipend received by those holding 50% appointments) and 50% of the student's tuition and fees.

9.4.2.6 Dates for Appointment Notification and/or Receipt of Acceptance/Refusal

Because they vary with each type of appointment, these dates will be contained in the student's letter of offer.

9.4.2.7 Statement of Duties and Responsibilities

Graduate Teaching Associates may be assigned to one or more of the following tasks: (1) assisting a faculty member in teaching an introductory course, (2) assuming full teaching responsibility in an introductory (undergraduate) course (under the direction of a faculty mentor), (3) providing supervision of clinical services, or (4) some combination of the above.

To assure high quality, teaching associates **must** attend the GTA workshop offered the week

immediately prior to the beginning of the Autumn Quarter. In addition, if the teaching associate has major responsibility for an undergraduate course, a syllabus must be provided on the first day of the quarter. Minimally, it should include the information suggested in the teaching workshop. In addition, the examination policy to be followed by the instructor must be made clear to the students. GTAs are encouraged to consult with a faculty mentor prior to and during the course of the teaching assignment.

Graduate Research Associates are expected to aid a faculty member in the completion of research. In this role, duties may range from library/literature searches to running experimental subjects to coding or analyzing experimental data. Normally, the GRA will **not** be considered as a co-author on such studies. However, it is recommended that faculty members and GRAs agree to authorship arrangements prior to the start of such associateships. Often, such agreements are in writing and are signed by all parties concerned.

Graduate Administrative Associates are expected to aid administrative personnel in completion of their duties. In this role the GAA's duties may range from answering phones to completing routine paperwork.

Federally funded trainees (e.g., students funded through NIH training grants) are expected to meet the requirements outlined in the grant application and those outlined by the funding agency.

9.4.2.8 Criteria and Procedures for Evaluating and Reporting GA Performance

The Department of Speech and Hearing Science requires that every course instructor use the University's Student Evaluation of Instruction forms in order to obtain feedback from students concerning their performance. There are many optional questions that may be selected in addition to the first five required questions. These forms are administered during the final week of regularly scheduled classes. These SEIs will be used to evaluate the teaching abilities of the student GTA along with any recommendations that might be available from the faculty supervisor. A copy of the SEI summary **must** be given to the Department Chair whenever the data are tabulated and available. Failure to do so may mean termination of any contract.

For GAs who are assisting a professor with a course, the instructor will be required to turn into the Chair of the Department a brief evaluation of the student's performance at the end of each quarter. The content of the evaluation will be shared with the GA. Recommendations for improvement should be included. The evaluation will be open-ended. No specific form is used. GAs who receive negative evaluations and do not improve during a subsequent quarter may be removed from the position. Continued unsatisfactory evaluations require that the Department Chair no longer offer funding to the student.

For GAAs, the student's direct supervisor must provide the Chair of the Department a written evaluation at the end of each quarter. As above, these evaluations should include recommendations for improvement. GAs who receive negative evaluations and do not improve during a subsequent quarter may be removed from the position. Continued unsatisfactory evaluations require that the Department Chair no longer offer funding to the student.

9.4.2.9 Criteria and Procedures for Terminating GA Appointments

GA appointments for PhD students may be renewed for an additional two years pending satisfactory progress toward the degree, satisfactory performance in the position and availability of funding. Appointments for master's students are not normally renewed.

GA appointments will be terminated upon repeated unsatisfactory performance (as

determined by the above)— particularly when the student has failed to improve following specific recommendations by the Chair. A GA is also subject to termination upon recognition that he or she has violated University rules and regulations or has failed to follow specific written agreements (e.g., in the case of a GRA assisting in faculty research).

Students will be informed, in writing, of possible termination up to 1 quarter in advance. Immediate termination is possible under certain circumstances (e.g., documented sexual or racial harassment; biased grading policies). The decision to terminate the employment of a student will be made by the Chair of the Department who may consult with the Chair of the Graduate Studies Committee, the student's direct supervisor(s) and the student's advisor. The specific reasons for termination will be provided by the Chair who will also advise the student concerning the possibility of funding in the future.

The student is advised to review the procedures of the Committee on Academic Misconduct. All GAs must abide by the rules and regulations of the University. Failure to do so will constitute grounds for dismissal from their positions.

9.4.2.10 Grievance Procedures within the Employing Unit

If a student has a grievance with a faculty or staff supervisor, the student should first schedule an appointment with the supervisor and try to resolve the dispute. If there is no satisfactory resolution, then the student should schedule an appointment with the Chair of the Department to discuss the problem. The nature of the problem should be provided, in writing, to the Chair of the Department, prior to this meeting. Note, this grievance should involve the associateship or traineeship itself and not academic and/or clinical evaluation of the student—the latter type of grievances should follow normal university grievance procedures. Depending upon the circumstances, the Department Chair may meet with the student and the faculty member to resolve the dispute or the Chair may appoint a faculty committee to hear the dispute and return a recommendation. The Chair may then act upon the recommendation of the committee as deemed appropriate.

9.4.2.11 Space and Facilities

Office and desk space for GAs will be provided for the term of employment whenever possible (according to the policy on space and equipment established by the Facilities Committee in 1992). GTAs will have access to the Xerox machine in Room 105 for copying related to courses that they are teaching. GTAs are expected to perform their own copying. If, under special circumstances, copying assistance is requested from the secretaries, the GTA must allow the secretarial staff two working days to complete the work.

10.0 Additional Information for Students

10.1 Student Support Services

Students experiencing difficulty adjusting to or completing graduate school are urged to discuss their concerns with their academic and/or clinic advisors. In cases where the difficulties cannot be completely addressed within the department, advisors can refer students for additional services elsewhere on campus. Ohio State offers a wide range of student support services, including: the Office for Disability Services; Yonkin Success Center, Academic Learning Lab, Counseling and Consultation, Ethnic Student Services, Technology Support Center, Mathematics and Statistics Learning Center, and the Writing Center; students are encouraged to make use of these resources as needed.

10.2 Affirmative Action Policy

The policy of The Ohio State University, both traditionally and currently, is that discrimination against any individual for reasons of race, color, creed, national origin, religion, sex, sexual orientation, age, disability, or Vietnam-era veteran status is specifically prohibited. Accordingly, equal access to employment opportunities, admissions, educational programs, and all other university activities is extended to all persons, and the university promotes equal opportunity through a positive and continuing affirmative action program. The university's Office of Human Resources, 113 Archer House, 2130 Neil Avenue, Columbus, Ohio, 43210, phone (614) 292-4164, is responsible for the coordination of matters relating to equal opportunity and affirmative action. (From Student Code of Conduct, March 26, 2001). Further information is available through the Office of Human Resources web site (<http://hr.osu.edu/policy/Policy1.htm>)

10.3 Sexual Harassment Policy

The University administration, faculty, staff, and students are responsible for assuring that the University maintains an environment for work and study free from sexual harassment. Sexual harassment is unlawful and impedes the realization of the University's mission of distinction in education, scholarship and service. Sexual harassment violates the dignity of individuals and will not be tolerated. The University community seeks to eliminate sexual harassment through education and by encouraging faculty, staff and students to report concerns or complaints. Prompt corrective measures will be taken to stop sexual harassment whenever it occurs (From Student Code of Conduct, March 26, 2001). Further information is available through the Office of Human Resources web site (<http://hr.osu.edu/policy/Policy1.htm>)

10.4 Student Complaint Policy

Students with complaints relative to academic courses or practicum experiences should seek to resolve the problem by speaking first with the instructor or supervisor. If the problem is not satisfactorily resolved, the student should contact the Department Chair (or Graduate Studies Chair in the case of a grievance with the Department Chair). If the problem cannot be resolved at this level, the Chair (or the Graduate Studies Chair) will inform the student of the steps to be followed in the university grievance process.

Students with complaints related to sexual harassment or discrimination (see sections 10.2 and 10.3 above) should contact the Department Chair (or the Graduate Studies Chair in the case of complaints against the Department Chair) immediately so that appropriate steps in the university grievance process can be initiated.

The master's program in speech-language pathology and the AuD program in audiology at Ohio State are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). In instances where an unresolved student grievance is related to a CAA Standard (CAA Standards are available in the Department office

or online at <http://professional.asha.org/academic/standards.cfm>), the student can bring the grievance to the attention of the CAA. All complaints must be signed and submitted in writing to: Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD, 20852.

10.5 Academic Rights and Responsibilities

Ohio State is committed to freedom of thought and expression, respect for multiple points of view, and the civil and open discussion of these views. The university is committed to the following principles, included in a statement released by the American Council on Education (ACE) and endorsed by Ohio's Inter-University Council:

- a. Academic freedom and intellectual pluralism are core principles of America's higher education system.
- b. Government's recognition and respect for independence of colleges and universities is essential for academic excellence.
- c. Colleges and universities should welcome diverse beliefs and the free exchange of ideas.
- d. Grades and other academic decisions should be based solely on considerations that are intellectually relevant to the subject matter.
- e. Neither students nor faculty should be disadvantaged or evaluated on the basis of their political opinions.
- f. Any member of the campus community who believes he or she has been treated unfairly on academic matters must have access to a clear institutional process to address grievances.

Further information on Ohio State's commitment to these principles, including mechanisms for addressing the complaints of students who believe they have experienced treatment that is inconsistent with Ohio State's commitment to them, can be found on the Office of Academic Affairs website at: http://oaa.osu.edu/acad_rts_respons.php

10.6 Miscellaneous Information and Policies

- a) Each student is expected to inform the Departmental Secretary of his/her local address and phone number. Please update the department whenever your address and/or phone number change.
- b) Mailboxes are also located in the reception area outside 110 Pressey; students are encouraged to check their e-mail and mailboxes daily.
- c) Secure lockers are available for rent for storage of personal items. Information on procedures for renting lockers is available in the Department office.
- d) A study room/lounge is maintained for the convenience of Speech and Hearing Science in Room 020 Pressey Hall for MA and AuD students and in Room 035A for PhD students. Students may study, write reports, eat, and socialize in these rooms.
- e) Department copiers (main department and clinic copiers) will be restricted as follows:
 - The copiers will be restricted to official Department business (academic or clinic oriented) only.
 - For the main copier, numbers will be provided to faculty members and staff members for business (i.e., research, teaching, clinic, administration) use.

- If a faculty member, staff member or student has the appropriate grant funding, a copier number will be issued that will automatically charge that grant.
- Numbers will also be provided to students working as graduate teaching associates for class use (not for personal use) only. These numbers will be assigned on a quarter-by-quarter basis to a particular course number.
- Use of the clinic copier should be restricted to appropriate clinic applications and use of the clinic copier will be monitored.

However, we recognize that students have need of a local copier. Therefore, a new policy (effective August 1, 2002), allowing student use will be put into effect. This policy will be monitored closely and will continue only if appropriate use is made of the copy machines.

- Graduate students will be allowed to purchase the use of the Department Copier. In particular, students may purchase copies (in advance) in multiples of \$15. A student will request the use of a number on the copier and will pay the departmental fiscal officer \$15. A number will be given to the student which will allow the student to make 100 copies on the machine (each copy is \$0.15).
 - No smaller purchases will be authorized and there will be no refunds (the administrative overhead would be prohibitive).
- f) Student use of audible signal alerts on cell phones and pagers is prohibited during classes, meetings, presentations, and clinical assignments. EMERGENCY messages may be left in the clinic office (292-6251) or department office (292-8207).

11.0 Appendices

Appendix A

MA and AuD Program Requirements

Curriculum for the AuD in Audiology
Revised July, 2007

Year 1 (Note: Courses Subject to Change)

Coursework in the first year of the program is heavily weighted toward basic science and introductory clinical courses. The year is primarily dedicated to didactic classroom activity, laboratory experiences and structured professional development experiences.

Autumn Quarter

Course Title	Number	Faculty	Credits
Assessment I	705	Davidson	5
Neurology	765	King	5
Acoustics & Instrumentation	766	Feth	5
Professional Issues	643.01	Hazelbaker	3
Screening in SLH	743.01	Goodman	1
(Introduction to AR*)	734D	Davidson	(5)

*if not taken as an UG

Total Credit Hours = 19

Winter Quarter

Course Title	Number	Faculty	Credits
Assessment II	706	King	5
Hearing Aids I	735	Davidson	5
Research Methods I	785	King	5
Professional Issues	643.02	Hazelbaker	3

Total Credit Hours = 18

Spring Quarter

Course Title	Number	Faculty	Credits
Assessment III	707	King	5
Anatomy/Physiology/Psychoacoustics	775	Hazelbaker	5
Acoustic Phonetics	820	Nittrouer	3
Hearing Aids II	835	Davidson	5
Counseling/Report Writing	743.02	Goodman	1

Total Credit Hours = 19

AuD Qualifying Examination

Th/Fr of finals week.

Summer Quarter

Course Title	Number	Faculty	Credits
Assessment of Vestibular Function	750	Barin	5
Contemporary Issues	743.00	Workshop	1
Practicum in Audiology	843	Supervisors	5

Total Credit Hours = 11

Corrective Actions from Qualifying Examination, if needed.

Year 2

The second year of the program is heavily weighted toward advanced clinical coursework and practicum in the The Ohio State University Speech-Language-Hearing clinic and in local external placement sites.

Autumn Quarter			
Course Title	Number	Faculty	Credits
Research Methods II	786	Milman	5
Pediatrics I	805	Whitelaw	5
Medical Audiology	806	Dodson & Roup	5
Hearing Aid Applications	743.03	Goodman	1
Practicum in Audiology (1 day)	843	Supervisors	5
Total Credit Hours = 21			

Winter Quarter			
Course Title	Number	Faculty	Credits
Adult Audiologic Rehabilitation	733	Roup	5
Pediatrics II	807	Whitelaw	5
<u>Advanced Topics in Audiology</u>	930		3
Cochlear Implants (odd years)	930.01	Goodman	
Hearing Conservation (even years)	930.05	Adjunct (Poling)	
Practicum in Audiology(1 day)	843	Supervisors	5
Total Credit Hours = 18			

Spring Quarter			
Course Title	Number	Faculty	Credits
<u>Advanced Topics in Audiology</u>			3
Tinnitus (even years)	930.03	Whitelaw	
AR in Children (odd years)	732	Adjunct	
Ethics	743.04	Whitelaw	1
Practicum in Audiology (2 days)	843	Supervisors	5
Specialization Coursework*			
Total Credit Hours = 9+			

Summer Quarter			
Course Title	Number	Faculty	Credits
Practice Management	930.02	Burrows, D.	3
Contemporary Issues	743	Workshop	1
Practicum in Audiology (2 days)	843	Supervisors	5
Specialization Coursework*			
Total Credit Hours = 9+			

*Students choosing the **Specialization Option**, in conjunction with his or her advisor, will put together an approved sequence of courses (at least 12 hours). The courses can come from those offered in the department (e.g., 950s, ASL, school certification, or SLP courses), or may come from courses outside the department (e.g., toward early intervention specialization, geriatric specialization, neuroscience minor, or an approved outside sequence), but must be approved by the faculty audiology advisory committee.

Year 3

Students continue coursework toward their topic specialization and/or preparation for their Capstone project during Autumn, Winter, and Spring Quarters. Students will complete the AuD Professional Doctoral Examination at the end of Spring Quarter and will begin the 12-month professional experience in Summer Quarter - after successful completion of the AuD Professional Doctoral Examination.

Autumn Quarter

Course Title	Number	Faculty	Credits
Resumes and Interviewing	743.06	Whitelaw	1
Practicum in Audiology (2days)	843	Supervisors	5
Capstone Project	997	Advisor	3
Specialization Coursework			

Total Credit Hours = 9+

Winter Quarter

Course Title	Number	Faculty	Credits
Multicultural Aspects of Communic. . .	605	Fox	5
Advanced Topics in Audiology	930		3
Cochlear Implants (odd years)	930.01	Goodman	
Hearing Conservation (even years)	930.05	Adjunct (Poling)	
Evidence-Based Practice	743.05	Whitelaw	1
Practicum in Audiology (2 days)	843	Supervisors	5
Capstone Project	997	Advisor	3
Specialization Coursework			

Total Credit Hours = 17

AuD Professional Doctoral Examination

(Note: in order to meet Ohio State Graduate School requirements, students must be

Spring Quarter

Course Title	Number	Faculty	Credits
Advanced Topics in Audiology			3
Tinnitus (even years)	930.03	Whitelaw	
AR in Children (odd years)	732	Adjunct	
Seminar: Research to Practice	950.19	All	3
Clinical Grand Rounds	743.07	Staff	1
Practicum in Audiology (2 days)	843	Supervisors	5
Capstone Project	997	Advisor	3

Total Credit Hours = 15

Summer Quarter

Course Title	Number	Faculty	Credits
Externship	943	Whitelaw	1
Capstone Project	997	Advisor	3

Total Credit Hours = minimum 3

Year 4

The externship and capstone project are completed. Following a Final Oral Examination, an AuD is awarded. The Final Oral Examination for AuD students will focus on academic preparation, clinical preparation, and the capstone project.

Autumn Quarter

Course Title	Number	Faculty	Credits
Externship	943	Whitelaw	1
Capstone Project	997	Advisor	3

Total Credit Hours = minimum 3

Winter Quarter

Course Title	Number	Faculty	Credits
Externship	943	Whitelaw	1
Capstone Project	997	Advisor	3

Total Credit Hours = minimum 3

Spring Quarter

Course Title	Number	Faculty	Credits
Externship	943	Whitelaw	1
Capstone Project	997	Advisor	3

Total Credit Hours = minimum 3

Summer Quarter

Course Title	Number	Faculty	Credits
Externship	943	Whitelaw	1
Capstone Project	997	Advisor	3

Total Credit Hours = minimum 3

Final Oral Examination

(Note: in order to meet Ohio State Graduate School requirements, students must complete a minimum of 20 hours after admission to candidacy and must be registered for at least 3 credit hours in the quarter in which the student will graduate.)

Curriculum for the MA in Speech-Language Pathology
Revised July, 2007

Autumn Quarter			
Course Title	Number	Faculty	Credits
Language I	725	Secord	5
Phonological Processes/Disorders	710	Secord	5
Neurology	765	King	5
Advanced Speech Science	776	Nittrouer	5
Intro to Clinic for SLP	744.01	Bonk	1

Total Credit Hours = 21

Winter Quarter			
Course Title	Number	Faculty	Credits
Fluency: Theories and Treatment	740	Trudeau	5
Motor Speech Disorders	761	Milman	5
Research Methods I	785	King	5
Artic and Phonology	744.02	Ocock	1
Clinical Practicum	844	Supervisors	5

Total Credit Hours = 21

Spring Quarter			
Course Title	Number	Faculty	Credits
Language II	726	Secord	5
Aphasia	760	Milman	5
Voice Disorders	741	Trudeau	5
Language Assessment/Intervention	744.03	Bonk	1
Clinical Practicum	844	Supervisors	5

Total Credit Hours = 21

Summer Quarter			
Course Title	Number	Faculty	Credits
TBI	762	TBA	5
Dysphagia	763	TBA	5
Neurogenics:Assessment and Inter.	744.04	Ocock	1
Contemporary Issues	744.00	Workshop	1
Clinical Practicum	844	Supervisors	5

Total Credit Hours = 17

Please note: Courses Subject to Change

Autumn Quarter			
Course Title	Number	Faculty	Credits
Aural Rehabilitation	734	Davidson	5
Special Issues for SLP	744.05	Whitelaw	1
Clinical Practicum	844	Supervisors	5
Sp/Hrng/Lang in Schools***	670	Manley	3
Methods in Schools	770	Manley	3
Research Methods II*	786	Milman	5
Assessment/Training Singing Voice**	815	Trudeau	3
Thesis*	998	Advisor	variable
Non-Thesis Option Coursework*			variable

Winter Quarter			
Course Title	Number	Faculty	Credits
Multicultural Aspects of Comm Dis	605	Fox	5
Clinical Practicum	844	Supervisors	5
School Internship***	846	Manley	6 or 12
School Internship Seminar***	870	Manley	3
Thesis*	998	Advisor	variable
Non-Thesis Option Coursework*			variable

Spring Quarter			
Course Title	Number	Faculty	Credits
Professional Issues	744.06	Donohue	1
Clinical Practicum	844	Supervisors	5
School Internship***	846	Manley	6 or 12
School Internship Seminar***	870	Manley	3
Thesis*	998	Advisor	variable
Non-Thesis Option Coursework*			variable

Summer Quarter			
Course Title	Number	Faculty	Credits
Contemporary Issues	743.00	Workshop	1
Clinical Practicum	844	Supervisors	5
Thesis*	998	Advisor	variable
Non-Thesis Option Coursework*			

* = optional

** = elective offered every other year

***= required for school certification

Each student participating in the Department of Education Training Grant must speak with his or her advisor and Dr. Secord regarding course requirements.

GRADUATE STUDENT DECLARATION OF INTENT

THIS FORM MUST BE COMPLETED BY ALL STUDENTS
ENROLLED IN THE M.A. PROGRAM IN
THE DEPARTMENT OF SPEECH AND HEARING SCIENCE
AT THE OHIO STATE UNIVERSITY

_____ I intend to enroll in practicum (Sp/Hrng 844) during my graduate program so that I can meet ASHA certification and state licensure requirements.

_____ I do not intend to enroll in practicum (Sp/Hrng 844) during my graduate program. I do not intend to apply for ASHA certification or Ohio licensure upon completion of the graduate program.

Student Signature

Date

Thesis/Non-Thesis Option Selection Form

Student Name: _____

Date: _____

Please indicate your thesis/non-thesis option plan by completing one of the three sections below.

____ Thesis

Thesis Topic: _____

Thesis Advisor Signature: _____

Student Signature: _____

____ Non-Thesis Option 1: Topic Specialization

List Approved Courses for Topic Specialization: _____

Advisor Signature: _____

Student Signature: _____

____ Non-Thesis Option 2: Externship

Approved Externship Site: _____

Advisor Signature: _____

Student Signature: _____

(Please complete this form by the end of your first year of enrollment)

**Portfolio Requirements
for
Non-Thesis Option: MA Program in Speech-Language Pathology**

A. Contents of the Portfolio:

A portfolio containing documentation of acquisition of skills and knowledge is to be prepared and placed in a three-ring binder, divided into ten sections (see below). Each section will contain items of documentation. Section 2 will contain reflective comments on the clinical skills outcomes and a limited number of exemplar items documenting the achievement of these outcomes. Two copies are to be submitted to the department's Administrative Assistant, Mary Jo Williamson by the end of the third week of summer quarter of the second year. One copy should be submitted on CD (non-electronic documents should be scanned). The copy on CD will be kept in the Departmental file and the hard copy will be distributed to the clinical advisor who will evaluate it and then pass it on to the academic advisor.

The evaluation of the portfolio will be reported on the Graduate School's *Master's Examination Report*, signed by the student's academic advisor and the SHS Department Chairperson. The evaluation of portfolio (see *Evaluation of Portfolio* form) will be conducted by the student's academic and clinical advisors.

Content Outline

A. Cover Page

B. Sections:

1. Documentation of Acquisition of Knowledge Outcomes (SLP Standard III)
2. Document of Acquisition of Skills Outcomes (CF-66, 67, 05, 118)
3. Major Projects (conference presentation/poster, in-service presentation)
4. Description/documentation of specialization(s)
5. Resume
6. Transcripts (undergraduate and graduate)
7. Description of related professional development
8. Description of related projects/work
9. Description of Professional Organization Participation
10. Statement of Professional Goals

B. Criteria for Grading Portfolio

- | | |
|--|----------|
| 1. Presented pertinent points in each section | 4 points |
| 2. Presented comprehensive information | 4 points |
| 3. Organization and mechanics of written statements | 4 points |
| 4. Appropriate/accurate professional terminology usage | 4 points |
| 5. Appropriate exemplars | 4 points |

Passing grade: 15/20

C. Corrective Action for Portfolio

Should a student not receive a passing evaluation on the portfolio, corrective measures are implemented (see below). This gives the student the opportunity to revise the failed portion of the final examination to demonstrate acquisition of competencies. Should the student fail the revision of the portfolio, the student will be referred to the Chair of the Graduate Studies for review and a plan of action to be taken. It is anticipated that the student will experience a delay in graduation date should this level of concern be identified.

Revision 1: Due date: end of sixth week of summer quarter.
Specific area of concerns in the portfolio will be recorded on the *portfolio evaluation form*. The student is to review these ratings and comments and then schedule a meeting to discuss specific revision needs. Revisions are to be submitted to the academic and the clinical advisor by the end of the sixth week of the summer quarter, with the portfolio evaluation criteria being applied for a pass of this revision. The Chair of the Graduate Studies Committee will be informed by the academic advisor of the student's performance and the corrective measure to be taken.

Evaluation of Portfolio

Department of Speech and Hearing Science Ohio State University

Student: _____

Academic Advisor: _____

Clinical Advisor: _____

Date of Evaluation: _____

	Outstanding	Satisfactory	Fair	Insufficient
	4	3	2	1
1. Presented pertinent points on each section.	_____	_____	_____	_____
2. Presented comprehensive information.	_____	_____	_____	_____
3. Organization/mechanics of written statement	_____	_____	_____	_____
4. Appropriate/accurate professional terminology usage.	_____	_____	_____	_____
5. Appropriate exemplar items	_____	_____	_____	_____
Total for each rating category	_____	_____	_____	_____
<u>Total points:</u> (15/20 passing)	_____			

Additional Comments:

Completed by: _____



Department of Speech & Hearing Science

College of Social and Behavioral Sciences
110 Pressey Hall
1070 Carmack Road
Columbus, OH 43210-1002
Phone (614) 292-8207
Fax (614) 292-7504

Notification of
AuD Student Counseling Session with the Academic Advisor

Distribution: Student Department Graduate School

This form serves to document a counseling session initiated by the Academic Advisor, ****, and attended by the Student Advisee, ***, held to discuss current and/or potential problems in specific AuD coursework or overall academic achievement.

This session was also attended by: ***, *****

The following was discussed with the student:

- Cumulative GPA below a 3.0.
Grade below a B- in a required graduate AuD course.
'U' (Unsatisfactory) in a SHS 743 course.
Other:

Signatures

Student Signature

Date

Student's Advisor

Date

Audiology Chair / Department Chair

Date



Department of Speech & Hearing Science

College of Social and Behavioral Sciences
110 Pressey Hall
1070 Carmack Road
Columbus, OH 43210-1002
Phone (614) 292-8207
Fax (614) 292-7504

Notification of
AuD Qualifying Examination Results

Distribution: Student Department Graduate School

Student Information

Name: _____

E-mail Address: _____

Social Security Number: _____

Telephone #: _____

Qualifying Examination Results

Date of Examination: _____

Examination Results: Pass / Fail

Date of Retake Examination: _____

Retake Results: Pass / Fail

By signing below, the student acknowledges that he/she has been informed of their Qualifying Examination results (i.e., pass or fail) and has been counseled regarding their individual performance on the examination.

Student Signature

Date

Audiology Oversight Committee Members

Student's Advisor

E-mail Address

Chair, Audiology Oversight Committee

E-mail Address

Committee Member

E-mail Address

Committee Member

E-mail Address

Committee Member

E-mail Address

Committee Member

E-mail Address

Committee Member

E-mail Address

Capstone Project Planning Form

Student Name: _____ Date: _____

Choose one of the following:

- Research Project** (completion of an experimental study similar in scope to a MA thesis)

a. Briefly describe the proposed Capstone Project¹:

- Specialization** (minimum of 12 credit hours outside the department culminating in a scholarly paper relating the specialization coursework to the field of audiology)

a. Complete Specialization Coursework Approval Form

Please list your Capstone Project Committee Members:

(The committee must be composed of the student's advisor and at least two additional graduate faculty members from SHS. An additional member of the committee may be added.)

Academic Advisor

Signatures:

Student

Academic Advisor

**Please complete this form by March 1st
Winter Quarter of your second year in the program.**

¹ Please note: this is a planning document; an advisor signature on this document does not constitute committee approval of the Capstone Project Prospectus

Capstone Project: Specialization Coursework Approval Form

Student Name: _____

Date: _____

1. Please list the courses that you are planning to take as part of your specialization option (at least 15 hours):

Course Title	Department	Course #	Credit Hours	Q/Yr Offered

Please Note: if you are taking coursework outside the Department of Speech and Hearing Science, please make sure to verify the quarters of offering with the specific Department.

2. Attach a short summary (1-2 paragraphs) describing the overall topic of your specialization, as well as how each course fits into that specialization.

Approval: _____ _____
 Chair of Audiology Oversight Committee Date

**Please complete this form by March 1st
 (Autumn Quarter) of your second year in the program.**

The original of this form, when Part 1 is completed, must be submitted to the Graduate School no later than two weeks prior to the proposed examination date. Sections II.6.17.6 through II.6.17.7 of the Graduate School Handbook pertain to the Professional Doctoral Examination.

Graduate School
247 University Hall, 230 North Oval Mall
Columbus, Ohio 43210-1366
(614) 292-6031 (614) 292-3656 (fax)
gradsch-gradsrv@osu.edu

Student Information (Please Type or Print)

Name: _____ Professional Program: _____

Social Security Number: _____

E-mail Address: _____ Contact Telephone Number: _____

Committee Members:
(Please Type or Print)

Student's A dviser: _____ E-mail Address: _____

Adviser's Signature: _____

Committee Member: _____ E-Mail Address: _____

Committee Member: _____ E-mail Address: _____

Committee Member: _____ E-mail Address: _____

Committee Member: _____ E-mail Address: _____

If a Category M Graduate Faculty member is appointed to the committee, approval of the student's Graduate Studies Committee is indicated by the signature of the Graduate Studies Committee Chair

Signature, Graduate Studies Committee Chair

Professional Examination Information

The Graduate School must be notified of the proposed Date, Time and Place of the examination at least two weeks in advance.

Month: _____ Date: _____ Year _____ Time: _____ Building: _____ Room: _____

_____ permission to video conference this examination has been requested

Professional Examination Results

Satisfactory Unsatisfactory*

*If the examination is judged unsatisfactory, is the student permitted to take a second Professional Examination? Yes No

A student who fails the professional doctoral examination twice is not allowed an additional examination. After two unsatisfactory attempts at the professional doctoral examination, a student is not permitted to be a doctoral candidate in the same or any other graduate program at this university

4th Year Clinical Experience Plan

Completed by Practicum Coordinator

Student Name: _____
Date: _____

Please list site¹ for 4th Year Clinical Experience

Name of Site: _____
Address: _____

Primary Supervisory Contact: _____
Phone Number: _____

Rationale:

Signatures:

Student

Practicum Coordinator

Clinic Director

¹ If more than one site is to be used, please attach additional sheets

WAIVER FOR REQUIRED COURSE

Please word process, type or print all entries EXCEPT the required signatures

Date: _____ / _____ / _____ _____
Student's Name

Required Course: _____
Dept. / Number / Credits Instructor's Name

Substituted Course: _____
Dept. / Number / Credits Institution (where taken)

The course listed as "Substituted" above meets the requirements for this student's degree program (MA / Ph.D.) based upon the following criteria: (Check all that apply and remember that the first three are required for approval.)

_____ Review of the syllabus and/or class notes from the substituted course.

_____ The course to be substituted appears on the student's official transcript, with

_____ A grade of C or better.

_____ Provision of a content proficiency exam.

_____ Other (explain) _____

Signatures:

Student

Instructor

Program Director or Graduate Studies Chair

Appendix B

Miscellaneous Graduate Student Forms

Student _____

Faculty Advisor _____

EVALUATION OF GRADUATE STUDENT PERFORMANCE

Academic Performance

- 1) PERFORMANCE IN COURSEWORK AS MEASURED BY GRADES-Is the student consistently earning grades of B or above in required speech and hearing and in coursework overall?

_____Excellent _____Adequate _____Needs to be addressed

Comments: _____

- 2) DEMONSTRATION OF UNDERSTANDING BASIC CONCEPTS IN BASIC SCIENCE COURSES-Has the student shown understanding of basic concepts in speech science, language science and hearing science within the context of coursework (e.g., in courses like neurology, speech/hearing science, language acquisition)? Do you anticipate problems with his/her completion of the Science portion of the MA exam?

_____Excellent _____Adequate _____Needs to be addressed

Comments: _____

- 3) DEMONSTRATION OF UNDERSTANDING BASIC CONCEPTS IN CLINICAL APPLICATIONS COURSES-Has the student show understanding of clinically oriented material in his/her disorders classes?

_____Excellent _____Adequate _____Needs to be addressed

Comments: _____

- 4) DEMONSTRATION OF CRITICAL THINKING-Has the student shown the ability to make the appropriate inferences from data, e.g., to make the necessary intuitive leap from textbook knowledge of how to give an assessment test to understanding how the patterns of client responses reflect the underlying disorder?

_____Excellent _____Adequate _____Needs to be addressed

Comments: _____

- 5) DEMONSTRATION OF WRITING ABILITY-Can the student write in standard academic/professional American English? Does his/her writing demonstrate the ability or organize a train of thought in a logical and consistent manner and to provide a compelling argument in support of a given claim or conclusion?

_____Excellent _____Adequate _____Needs to be addressed

Comments: _____

Performance in Clinical Practicum

- 1) PROFESSIONAL DEMEANOR-Does the student exhibit a mature professional manner? Is communication with supervisors prompt and does the student evidence a willingness to accept guidance? Has the student attended consistently to clinic business procedures, including scheduling and attending conferences, completing paper in a timely fashion, followed confidentiality protocols, and completed computer service entries?

_____Excellent _____Adequate _____Needs to be addressed

Comments: _____

- 2) PRE-CLINIC PREPARATION-Is the student familiar with the case folder and well prepared for the clinical session? Has the student prepared a well-developed, thorough, and relevant session plan? Does the student demonstrate competence in handling clinical equipment and materials? Does the student minimize the need to be absent from clinical conferences, staffing and sessions?

_____Excellent _____Adequate _____Needs to be addressed

Comments: _____

- 3) ASSESSMENT/INTERVENTION-Does the student integrate theoretical knowledge into clinical practice? Has the student show the ability to competently execute clinical protocols, techniques, methodologies? Has the student demonstrated a breadth of clinical decision-making and problems solving skills?

_____Excellent _____Adequate _____Needs to be addressed

Comments: _____

- 4) COUNSELING/CASE MANAGEMENT SKILLS-Can the student integrate clinical information and present it clearly and effectively to the client, family members, related professionals? Does the student demonstrate competent oral and written communications skills? During written and oral communication does the student evidence sensitivity to client/family dynamics and issues of cultural diversity?

_____Excellent _____Adequate _____Needs to be addressed

Comments: _____

Additional Comments and/or Recommendation

Ohio Residency For Tuition Purposes

The residency guidelines are established by the Ohio Board of Regents (O.B.R.), which is the planning and coordinating agency for higher education in the State of Ohio. Students who are classified as residents for tuition purposes receive the benefit of a state-supported education, funded largely by the taxpayers of Ohio. Therefore, the residency guidelines are meant to exclude from resident classification those people who are in the State of Ohio primarily for the purpose of receiving the benefit of a state-supported education.

The term "Ohio resident" for tuition purposes may differ from other definitions of Ohio residency. A person who has an Ohio driver's license or who is an Ohio resident for tax, voting, or welfare purposes may not necessarily be considered a resident for tuition purposes. To be classified as a resident for tuition purposes, a student must meet the guidelines for residency as defined by the Ohio Board of Regents (O.B.R.).

Guidelines for Ohio Residency

Students are classified as residents under one of the following three areas: C(1), C(2), or C(3) of the Ohio Board of Regent's Guidelines. The type of classification for which a person qualifies under is based upon their financial status. (i.e.: are you financially independent or financially dependent upon someone else ?) If you don't qualify for residency under one of these three areas, you may qualify under one of the exceptions to the general rules of residency.

C(1) Reclassification - If you are financially dependent upon a parent living in Ohio

A dependent student of at least one parent or a legal guardian that has been a resident of the State of Ohio for all other legal purposes for 12 consecutive months or more immediately preceding the enrollment of the student in an institution of higher education.

C(2) Reclassification- If you are financially independent

A person who has been a resident of Ohio for all other legal purposes for at least 12 consecutive months immediately preceding his or her enrollment in an institution of higher education and who is not receiving, and has not directly or indirectly received in the preceding 12 consecutive months, financial support from persons or entities who are not residents of Ohio for all other legal purposes.

C(3) Reclassification-If you are financialy dependent upon a spouse or parent

A dependent child of a parent or legal guardian, or the spouse of a person, who as of the first day of a term of enrollment, has accepted full-time, self-sustaining employment and established domicile in the State of Ohio for reasons other than gaining the benefit of favorable tuition rates.

This residency reclassification is for initial enrollment only.

Minimum Documentation Required

C(1) Minimum Documentation Required

Submit a letter of support from the parent/legal guardian living in Ohio that includes the following information:

- 1) Student's name and social security number
- 2) 2) Dates parent has lived in Ohio

- 3) Number of years parent has paid taxes in Ohio
- 4) 4) Whether or not a least one parent has claimed the student as a dependent for tax purposes since birth

C(2) Minimum Documentation Required

To be reviewed for regular residency as a financially independent student, a person must complete a Request for Resident Reclassification application form and submit documentation of their income sources by the appropriate deadline. Applications are available in the Office of the University Registrar.

C(3) Minimum Documentation Required

Submit each of the following three documents:

- (1)** A statement on company letterhead or a sworn statement from the employer of the employee's representative that includes:
 - a. The name of the employed person
 - b. Student's name and social security number
 - c. Date the employment began
 - d. Quarter for which the student is applying for residency
 - e. Whether the person is full-time or their yearly wage/salary

Note: An employment letter will be required each quarter verifying the spouse or parent has not quit their employment with the employer for which they received C(3) residency, until they have lived in Ohio for 12 consecutive months. If this employment is not maintained, C(3) residency will be lost and the student will have to apply for reclassification under section C(2) after living in Ohio for 12 consecutive months.

- (2)** A copy of the lease under which the parent or spouse is the lessee and occupant of rented residential property in the state; or, a copy of the closing statement on residential real property located in Ohio of which the parent or spouse is the owner and occupant; or, if the parent or spouse is not the lessee or owner of the residence in which he or she has established domicile, a sworn statement from the owner of the residence certifying that the parent or spouse resides at that residence

Exceptions for Ohio Residency

The following five exceptions to the general residency rules, allow a person to be classified as a resident of the State of Ohio for subsidy and tuition surcharge purposes.

E(1) Reclassification -Employed Part-time Student

A person who is living and gainfully employed on a full-time or part-time self-sustaining basis in Ohio and who is pursuing a part-time program of instruction at an institution of higher education shall be considered a resident of Ohio for these purposes.

E(2) Reclassification- Active Duty Military

A person who enters and currently remains upon active duty status in the United States military service while a resident of Ohio for all legal purposes and his or her dependents shall be considered residents of Ohio for these purposes as long as Ohio remains the state of such person's domicile.

E(3) Reclassification-Active Duty Military Stationed in Ohio

A person on active duty status in the United States military who is both stationed and residing in Ohio (and their dependents) shall be considered a resident of Ohio for tuition purposes.

E(4) Reclassification - Transferred Outside of the United States

A person who is transferred by their employer beyond the territorial limits of the fifty states of the United States and the District of Columbia while a resident of Ohio for all other legal purposes and their dependents shall be considered residents of Ohio for these purposes as long as Ohio remains the state of such person's domicile and as long as such person has fulfilled their tax liability to the State of Ohio for at least the tax year preceding enrollment.

E(5) Reclassification - Migrant Workers

A person who has been employed as a migrant worker in the State of Ohio and their dependents shall be considered a resident for these purposes provided such a person has worked in Ohio at least four months during the three years preceding the proposed enrollment.

Minimum Documentation Required

E (1) Minimum Documentation Required

Please submit a letter from the student's employer on official company stationary or a notarized letter that indicates:

- 1) Student's name and social security number
- 2) Quarter for which the student is applying for E(1) residency
- 2) Date employment began
- 3) Number of hours student is working per week
- 4) Rate of pay per hour

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E(2) Minimum Documentation Required

Please submit:

- (1)** Ohio Home of Record--enlistment papers, DD214 (discharge papers), State of Legal Residency Form dated at least 12 months prior to intended enrollment, or a letter from the base personnel officer verifying Ohio Home of Record.
- (2)** W-2 and/or most recent Leave and Earnings Statement (LES) .
- (3) (For Dependents Only)** - In addition to the above, a signed letter from the parent verifying the dependent status of the student or a copy of a marriage certificate.

E(3) Minimum Documentation Required

Please submit :

- (1)** A copy of student/parent/legal guardian's current active duty permanent change of station military orders verifying military transfer.
- (2) (For Dependents Only)** - In addition to the above, a signed letter from the parent verifying the dependent status of the student or a copy of a marriage certificate.

E(4) Minimum Documentation Required

Please submit:

- (1)** Statement on employer's letterhead indicating the employee was an Ohio resident at the time of being transferred.
- (2)** Copy of employee's Ohio tax return for the previous year (self-prepared returns are not acceptable)
- (3) (For Dependents Only)** - In addition to the above, a signed letter from the parent verifying the dependent status of the student or a copy of a marriage certificate.

E(5) Minimum Documentation Required

Please submit:

- (1) Statement from the Ohio Department of Job and Family Services verifying the parent/student/spouse has been working in Ohio at least four months during each of the previous three years.
- (2) **(For Dependents Only)** - In addition to the above, a signed letter from the parent verifying the dependent status of the student or a copy of a marriage certificate.

The following five exceptions to the general residency rules, allow a person to be classified as a resident of the State of Ohio for subsidy and tuition surcharge purposes.

E(1) Reclassification -Employed Part-time Student

A person who is living and gainfully employed on a full-time or part-time self-sustaining basis in Ohio and who is pursuing a part-time program of instruction at an institution of higher education shall be considered a resident of Ohio for these purposes.

E(2) Reclassification- Active Duty Military

A person who enters and currently remains upon active duty status in the United States military service while a resident of Ohio for all legal purposes and his or her dependents shall be considered residents of Ohio for these purposes as long as Ohio remains the state of such person's domicile.

E(3) Reclassification-Active Duty Military Stationed in Ohio

A person on active duty status in the United States military who is both stationed and residing in Ohio (and their dependents) shall be considered a resident of Ohio for tuition purposes.

E(4) Reclassification - Transferred Outside of the United States

A person who is transferred by their employer beyond the territorial limits of the fifty states of the United States and the District of Columbia while a resident of Ohio for all other legal purposes and their dependents shall be considered residents of Ohio for these purposes as long as Ohio remains the state of such person's domicile and as long as such person has fulfilled their tax liability to the State of Ohio for at least the tax year preceding enrollment.

E(5) Reclassification - Migrant Workers

A person who has been employed as a migrant worker in the State of Ohio and their dependents shall be considered a resident for these purposes provided such a person has worked in Ohio at least four months during the three years preceding the proposed enrollment.

Minimum Documentation Required

E (1) Minimum Documentation Required

Please submit a letter from the student's employer on official company stationary or a notarized letter that indicates:

- 1) Student's name and social security number
- 2) Quarter for which the student is applying for E(1) residency
- 2) Date employment began
- 3) Number of hours student is working per week
- 4) Rate of pay per hour

E(2) Minimum Documentation Required

Please submit:

- (1) Ohio Home of Record--enlistment papers, DD214 (discharge papers), State of Legal Residency Form dated at least 12 months prior to intended enrollment, or a letter from the base personnel officer verifying Ohio Home of Record.
- (2) W-2 and/or most recent Leave and Earnings Statement (LES) .
- (3) **(For Dependents Only)** - In addition to the above, a signed letter from the parent verifying the dependent status of the student or a copy of a marriage certificate.

E(3) Minimum Documentation Required

Please submit :

- (1) A copy of student/parent/legal guardian's current active duty permanent change of station military orders verifying military transfer.
- (2) **(For Dependents Only)** - In addition to the above, a signed letter from the parent verifying the dependent status of the student or a copy of a marriage certificate.

E(4) Minimum Documentation Required

Please submit:

- (1) Statement on employer's letterhead indicating the employee was an Ohio resident at the time of being transferred.
- (2) Copy of employee's Ohio tax return for the previous year (self-prepared returns are not acceptable)
- (3) **(For Dependents Only)** - In addition to the above, a signed letter from the parent verifying the dependent status of the student or a copy of a marriage certificate.

E(5) Minimum Documentation Required

Please submit:

- (1) Statement from the Ohio Department of Job and Family Services verifying the parent/student/spouse has been working in Ohio at least four months during each of the previous three years.
- (2) **(For Dependents Only)** - In addition to the above, a signed letter from the parent verifying the dependent status of the student or a copy of a marriage certificate.

Advisor Change Request
Department of Speech and Hearing Science

_____, 20 _____

TO THE GRADUATE SCHOOL:

This is to certify that the

Advisor of _____

Social Security # _____

Has been changed from _____

To _____

Signature of New Advisor

Signature of Graduate Studies Committee Chair
Or Department Chair

AUTHORIZATION FOR INDEPENDENT STUDY—SPEECH & HEARING 693

Graduate and Undergraduate students must submit a copy of this form to the Chairman's Office for approval prior to registration for Speech & Hearing 693. Complete all items below. Three signatures are required for approval as indicated below. The student should retain a copy of this completed form.

STUDENT NAME STUDENT MAJOR COLLEGE 693 QTR YEAR

Reason for Independent Study rather than scheduled course: _____.

Through what tangible product will student's learning be demonstrated? (e.g. – paper, video, tape, report, etc.) _____

Sph/Hrng 693 grade will be assigned on the basis of the following criteria:

Description of 693 Study: _____

Number of credits _____ Expected date of completion: _____

Approved:

Student's Signature

Instructor (faculty member)

Advisor (for Graduate Students) or
Counselor (for Undergraduate)

Chairman
Department of Speech & Hearing Science

COPIES TO: Student
Instructor
SHS Department Office

Appendix C

Forms Pertaining to Graduation

Department of Speech and Hearing Science
Graduation Checklist

MA Graduates in SLP Seeking Clinical Certification from ASHA

1. The following forms (available in the department's *Graduate Student Handbook* and on the website) should be completed and signed and in your student folder before your application to graduate can be signed by the Chair of the Graduate Studies Committee:
 - Graduate Student Declaration of Intent (should be completed in first quarter)
 - Thesis/Non-Thesis Option Plan (should be completed at end of second quarter but may be modified later), this must be signed by your current advisor.
 - Portfolio Evaluation Form
 - Course Waiver for any course requirements (undergraduate or graduate that have been waived).
 - Authorization for Independent Studies for all SP/HRNG 693 courses that you have taken (signed by the instructor, your advisor and the Department Chair)
 - A course syllabus or a course description (signed by the instructor) for all SP/HRNG 940 and 950 courses that you have taken.

2. Submission of an application to graduate by the end of the first week of the quarter in which you plan to graduate to the Chair of the Graduate Studies Committee (this form must be signed by you and your advisor).

3. The NTE PRAXIS test must be taken and the scores sent to at least the following (**you must send scores to the Department or your ASHA application will not be signed**):
 - Item #11 on Registration Form-(Attending University) The Ohio State University (current code: **A1592-code list C in the Bulletin**)
 - Item #12 on Registration Form-(Agencies to receive Score Reports)
 1. Ohio State Board of Examiners for SLP/Audiology (current code: **R7938-code list C in the Bulletin**) (or the State Board where you will be working)
 2. The Department of Speech and Hearing Science at OSU (current code: **R0235-code list C in the Bulletin**)
 3. American Speech-Language-Hearing Association (current code: **R5031**)
 - Item #13 on the Registration Form-(Agency Passing Score Information) Ohio (current code: **7945-code list D in the Bulletin**)
 - Item #14 on the Registration Form-(Major Field) will either be **701** for Audiology or **705** for Speech-Language Pathology (**code list E in the Bulletin**)
 - Item #15 on the Registration Form-(Certification Field) will either be **701** for Audiology or **705** for Speech-Language Pathology (**code list E in the Bulletin**)

Bring verification that you have requested the scores be sent to the Department to the exit interview with the Chair.

4. You must complete all course requirements and pass your MA exam (portfolio evaluation, Praxis exam) or successfully complete, defend, turn in your thesis. COP-EZ will properly bind your thesis, lettering on spine includes Name, Degree, and Year in gold lettering—and deliver to us (you pay up front) after you have graduated.
5. Near the end of the quarter in which you are to graduate, you should schedule an appointment with (a) your Clinic Supervisor who must approve your clinical hours and provide you with a signed record of those hours; and (b) your Academic Advisor who must approve your academic hours and provide you with a signed record of those hours.
6. Following 1-5, you must schedule a meeting with the Department Chair for an exit interview and to get your applications for ASHA certification and Ohio State licensure signed. Normally, this meeting takes place in the tenth week of the quarter, or finals week.

You must bring the following to this meeting:

- Completed forms regarding your academic and clinical hours.
- Any ASHA certification application forms and Ohio State Licensure forms that will require the Department Chair's signature.

7. **Final checklist:**

- **Thesis or Dissertation students:** A library bound copy of your thesis or dissertation with name, degree and year on the spine in gold lettering is to be turned in to the office.
- If you have door or room **keys** and you received them from the Department Office Manager, then please return them to her in room 110 Pressey Hall. If you received the keys from Key Control, then return them to Key Control at 2003 Millikin Road.
- If you rented a **locker**, your deposit will be returned to you. Please do not bring the lock to the office, just be sure the locker is empty.
- Shannon is a notary public and can notarize any forms for you. Please sign in her presence.
- Complete and turn in the confidential survey regarding your experience in our program.
- Our last request is that you keep in touch with the department by contacting us each holiday season (email, card, or letter). Let us know how and what you are doing!

Best of luck to each of you!

Department of Speech and Hearing Science
Graduation Checklist¹

AuD Graduates Seeking Clinical Certification from ASHA

1. The following forms (available in the department's *Graduate Student Handbook* and on the website) should be completed and signed and in your student folder before your application to graduate can be signed by the Chair of the Graduate Studies Committee:
 - Graduate Student Declaration of Intent (should be completed in first quarter)
 - AuD Qualifying Examination Report Form
 - Capstone Experience Planning Form
 - AuD Specialization Coursework Approval Form (if specialization capstone option is chosen)
 - Professional Doctoral Examination Report Form (Graduate School Form)
 - Final Approval Professional Doctorates Form (Graduate School Form)
 - Course Waiver for any course requirements (undergraduate or graduate that have been waived).
 - *Authorization for Independent Study* form for all SHS 693/SHS 893 courses that you have taken (signed by the instructor, your advisor and the Department Chair)
 - A course syllabus for all SHS 940/950 courses that you have taken.

2. Submission of an application to graduate by the end of the first week of the quarter in which you plan to graduate to the Chair of the Graduate Studies Committee (this form must be signed by you and your advisor).

3. The NTE PRAXIS test must be taken and the scores sent to at least Ohio State, ASHA (if you are seeking certification), the State of Ohio (if you are seeking licensure in Ohio); you **must** send scores to the Department or your ASHA application will not be signed). The following information may assist you as you register for the PRAXIS examination²:
 - Item #11 on Registration Form-(Attending University) The Ohio State University (current code: **A1592-code list C in the Bulletin**)
 - Item #12 on Registration Form-(Agencies to receive Score Reports)
 1. Ohio State Board of Examiners for SLP/Audiology (current code: **R7938-code list C in the Bulletin**) (or the State Board where you will be working)
 2. The Department of Speech and Hearing Science at OSU (current code: **R0235-code list C in the Bulletin**)
 3. American Speech-Language-Hearing Association (current code: **R5031**)
 - Item #13 on the Registration Form-(Agency Passing Score Information) Ohio (current code: **7945-code list D in the Bulletin**)
 - Item #14 on the Registration Form-(Major Field) will either be **701** for Audiology or **705** for Speech-Language Pathology (**code list E in the Bulletin**)

¹ Please note, this checklist is subject to change—please seek out the checklist that is current at the time of your graduation

² Please note, the PRAXIS registration information is subject to change—please refer to an updated checklist when registering for the PRAXIS or ask the Graduate Program Coordinator for help.

- Item #15 on the Registration Form-(Certification Field) will either be **701** for Audiology or **705** for Speech-Language Pathology (**code list E in the Bulletin**)

Bring verification that you have requested the scores be sent to the Department to the exit interview with the Chair.

4. You must provide the Department with a properly bound copy of your Capstone Document. The Department has established a required type of binding—the document must be “library bound” with your name, degree, and year of graduation in gold lettering on the spine. Please confer with your advisor or the Graduate Coordinator before having the Department copy bound to ensure proper binding.
5. Near the end of the quarter in which you are to graduate, you should schedule an appointment with (a) your Clinic Supervisor who must approve your clinical hours and provide you with a signed record of those hours; and (b) your Academic Advisor who must approve your academic hours and provide you with a signed record of those hours.
6. Following 1-5, you must schedule a meeting with the Department Chair for an exit interview and to get your applications for ASHA certification and Ohio State licensure signed. Normally, this meeting takes place in the tenth week of the quarter, or finals week.

You must bring the following to this meeting:

- Completed forms regarding your academic and clinical hours.
- Any ASHA certification application forms and Ohio State Licensure forms that will require the Department Chair’s signature.

7. Final checklist:

- If you have door or room **keys** and you received them from the Department Office Manager, please return them to her in room 110 Pressey Hall. If you received the keys from Key Control, then return them to Key Control at 2003 Millikin Road.
- If you rented a **locker**, your deposit will be returned to you. Please do not bring the lock to the office, just be sure the locker is empty.
- Shannon is a notary public and can notarize any forms for you. Please sign in her presence.
- Complete and turn in the confidential survey regarding your experience in our program.
- Our last request is that you keep in touch with the department by contacting us each holiday season (email, card, or letter). Let us know how and what you are doing!

Best of luck to each of you.

Graduate Student Handbook

**Volume II:
Clinic Policies, Requirements and Protocols**

September 2007

PREFACE

We would like to welcome you to The Ohio State University and specifically to the Speech-Language-Hearing Clinic. As you begin your professional preparation in the fields of Speech-Language Pathology or Audiology, we look forward to participating in the process of facilitating your clinical education experiences. We hope to give you many “tools” that will empower you in this process. This handbook is the first of what we hope to be one of many resources. It is designed to assist you with information related to the clinical aspects of our graduate programs (e.g. Speech and Hearing Science 743/744, 843/844) and in your pursuit of meeting standards for state licensure and/or national certifications. The information is intended to outline expectations during 743/744 and 843/844 enrollment as well as the policies, procedures, and clinical operations of the Ohio State Speech-Language-Hearing Clinic.

It is your responsibility to closely review this information and use it to guide you in your clinical experiences. Doing so will facilitate a smooth clinical operation, allow for good transition from one clinician to another, and promote a successful learning experience.

The Ohio State University Speech-Language-Hearing Clinic provides graduate clinicians the opportunity to obtain clinical experience in a business-oriented environment. This clinical environment allows for professional preparation not only in clinical service provision, but also in related aspects of speech-language pathology and audiology, including managed care, marketing, and quality management. With these learning opportunities come responsibilities and expectations similar to those that will be encountered in other professional work settings. Providing supervised services to clients/patients and their families in this clinic is a privilege afforded to graduate clinicians, and you will be expected to operate in a professional manner at all times. Consequences for violations of clinic policy are enforced uniformly for all clinical personnel and are similar to those that would be encountered in other work settings.

After reviewing this handbook, if you are uncertain about a procedure/policy or if you have a specific concern, you should ask/inform someone in authority--your clinical supervisor, clinical advisor, or clinical directors. We have found that the most successful interactions come from being well-informed and maintaining ongoing communication with the clinical staff.

Your clinical supervisors are more than willing to discuss your individual clinical cases with you. Go to them, but be willing to start the discussion with the information that this handbook provides along with other constructive information you have gathered from your academic courses and previous clinical experiences.

We wish you the best of success in your educational endeavor.

JoAnn S. Donohue, M.A., CCC-SLP, L
Assistant Clinic Director

Gail M. Whitelaw, Ph.D., CCC-A, L
Clinic Director

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CLINICAL HANDBOOK FOR STUDENTS

1.0 SHS 843/844 REQUIREMENTS AND POLICIES

1.1 Clinical Registration

- 1.1.1. All students intending to enroll in SHS 843/844 must have successfully completed the applicable SHS 743 and/or 744. All Audiology majors must take all of the SHS 743 courses in the sequence offered. All Speech-Language Pathology majors must take all of the SHS 744 courses in the sequence offered. Students wishing to enroll in an opposite area course must obtain the permission of the instructor. During Winter, Spring, and Summer quarters of the first year of graduate school, a 3 hour class may be held in addition to the regularly scheduled 743/744 meetings for that quarter. This class is required of all students enrolled in 743/744 and will be generally held on the 2nd Tuesday evening of the quarter. This class is designed to cover additional information, provide an opportunity to address questions and concerns, and assist in the transition to more advanced clinical/professional skills.
- 1.1.2. All students enrolled in SHS 843/844 must enroll in 5 credit hours of 844, unless otherwise advised. However, actual assigned caseload may vary from quarter to quarter. Each student is to indicate caseload request on CF-02 for speech-language pathology hours and CF-02a for audiology hours.
- 1.1.3. All students enrolled in SHS 843/844 and expecting to enroll in clinical practicum are to submit Clinical Form 02 (Speech Pathology Request) and/or CF-02a (Audiology Request) indicating their class and/or work schedules and practicum requests respectively. Appropriate form(s) should be submitted to the Clinic coordinator(s) in the area(s) in which you are requesting clinical practicum by Friday of the sixth week of the quarter prior to enrollment. Students wishing to schedule practicum in both areas must submit appropriate forms (CF-02 and CF-02a) to both coordinators.
- 1.1.4. For Speech-Language Pathology majors and audiology majors in their first 3 years, clinical experience obtained through courses other than SHS 843/844, as a stipend requirement, or as part of an employment contract will not generally be counted toward the total required clinical hours. The exception to this rule will be in the case of a stipend recipient who is enrolled in 844, and the Clinic Committee deems the assignment acceptable. Only those hours consistent with credit obtained through that 844 assignment would be counted. A student receiving a stipend from a practicum site and desiring to accrue clinical hours while working at the site is required to be enrolled in 844.

For 4th year students in Audiology, the preceptorship/externship may be a paid experience, however this is arranged in conjunction with the 4th year placement made by the Clinic Director and NOT directly negotiated by the student. Stipend/payment arrangements will be made in conjunction with the University, the students, and the 4th year site(s). All students in a 4th year placement will be enrolled in SHS 843.

- 1.1.5. All students who are enrolled or plan to enroll in SHS 843/844 need to have strong computer skills, as each student is expected to use computers extensively in the clinical setting for report writing, and diagnostic and treatment purposes. Should a student not have adequate computer usage skills, it is the student's responsibility to acquire these skills prior to enrollment in SHS 843/844. To assist in acquiring such skills, the student should:
- a. Enroll in appropriate computer courses offered by the University Technology Services of The Ohio State University.
 - b. Locate the various computer centers on campus and learn what is available for computer use.
 - c. Practice computer usage skills until a level of competence is developed, in order to:
 - i) Use appropriate word processing programs to prepare clinic reports and run clinical management programs.
 - ii) Demonstrate competence using available computer and software resources to implement assessment and intervention programs and materials.
 - iii) Use the computerized database correctly.
- 1.1.6. 743/744/843/844 Eligibility
- a. Only students with "regular" graduate student status in the Speech and Hearing Science program and who have completed the Department's undergraduate courses or their equivalents are permitted to enroll in the SHS 843/844 series. Students who have been admitted on a "conditional" basis or graduate non-degree students are not eligible to take SHS 843/844. Furthermore, enrollment is restricted to those degree program students with a cumulative GPA of 3.0 or above.
 - b. If a student receives a "U" (Unsatisfactory) in a SHS 743/744 course, the student will be prohibited from enrolling in SHS 843/844 the following quarter. Furthermore, future practicum experiences with clients with disorders that are related to the material covered in the 743/744 course will be denied until the student can demonstrate competency in the material. Competency may be demonstrated by repeating the 743/744 course or by completing a corrective plan of action deemed appropriate by the 743/744 instructor and the student's academic advisor.
 - c. Required graduate courses (i.e. courses directly related to an assigned clinical rotation) must be completed in a satisfactory manner. If a graduate student receives a grade of "C+" or poorer in a required graduate course, the student must retake the course the next time it is offered. Additionally, if the course is directly related to a clinical area (e.g. voice, hearing aids, neurogenic disorders, etc.), the student will be prohibited from participation in a clinical rotation in that area until the deficiency has been corrected. When the CF-02 and/or CF-02a are submitted, a student should not indicate that they have completed the course until the grade of "B-" or better is achieved in that course. In addition, Unsatisfactory performance (e.g., a grade of C+ or lower) in two or more required courses will result in prohibition from enrollment in all clinical practicum courses. The student may re-enroll in clinic (SHS 844 or SHS 846) after retaking the required courses and achieving a grade of B- or better, such that no more than one unsatisfactory grade remains. The student must continue to show progress by retaking and satisfactorily passing all required courses for which a grade of C+ or less was received.
 - d. If a student receives a "U" in SHS 843/844 for two quarters, the student will be denied further enrollment in SHS 843/844 (See 1.5.1.).
 - e. Technical Standards for the practice of Audiology and Speech-Language Pathology. Once accepted into the program, students are required to meet and maintain technical standards noted in the Department Technical Standards Document. Compliance with technical standards should be documented (Appendix K, L).

- 1.1.7. All students must have completed at least 25 hours of clinical observation, undergraduate prerequisite courses, and pertinent courses on disorders prior to enrolling in SHS 844. Appropriate documentation of the observation hours must be filed in the student's clinical folder prior to enrollment. Necessary coursework must be documented on CF-02 and CF-02a clinic request forms.
- 1.1.8. Students wanting to enroll in SHS 843/844 must demonstrate adequate spoken and written English skills and speech/language skills. All students are expected to use speech/language skills that reflect professionalism, which includes minimizing dialectal differences and avoiding the use of slang in the clinical relationship. Speech/language skills of all clinicians enrolled in 843/844 should reflect the nature of the professional clinical relationships entailed in the practice of Speech-Language Pathology and Audiology.

Students that are non-native speakers of English are required to receive a 600 on the TOEFL test or its equivalents (250 computer, 100 internet, and 8 on the IELTS), obtain minimum criteria on the SPEAK test offered through the English as a Second Language (ESL) Department at Ohio State, and pass a mock teaching test offered through ESL (regardless of criterion score on the SPEAK test). Tutoring through the ESL department is available for students with marked pronunciation difficulties. In addition, prior to enrollment in SHS 843/844, these students are required to successfully pass (with an overall criterion score of 2.6 or better) the Mock Clinic Assessment.

- 1.1.9. Students pursuing certification and/or state licensure shall not accumulate practicum hours for services rendered in a facility (or school district) which employs them to deliver those professional services. This does not include students who are receiving traineeships, scholarships, stipends or 4th year audiology students employed in an approved externship/preceptorship. If, however, salary by an employer is suspended for a period of time or if unreimbursed time is used, clinical hours may be counted, providing (a) the clinical site is deemed acceptable by the Clinic Committee, (b) the student is enrolled in SHS 843/844, (c) written evidence of the financial agreement is provided by the employer, (d) the type of acceptable clinical cases is prescribed by the designated clinical coordinator, and (e) the on-site supervisor is an approved affiliated supervisor.
- 1.1.10. All students enrolling in SHS 843/844 are required to read, understand, and follow ASHA's, OSHLA's and/or AAA's Code of Ethics.
- 1.1.11. All students who are enrolled in SHS 843/844 are required to purchase professional liability insurance. Insurance is available from ASHA by being a NSSHLA member, through AAA by being a Candidate member, or through OSLHA by being an associate member. Students are required to document purchase of liability insurance by providing photocopies of the insurance certificates/cards and filing them in their clinical folders.
- 1.1.12. It is expected that all students enrolled in SHS 843/844 have health insurance coverage. Documentation of this coverage is required by a number of outside practicum sites and must be provided by the student prior to beginning placement at these sites.
- 1.1.13. All students enrolled in SHS 843/844 must provide documentation of their health status and keep it updated on an annual basis while enrolled in their professional programs. This includes documentation of immunizations (Hepatitis B, measles, mumps, rubella, tetanus, and diphtheria) and annual Mantoux TB test. In addition, some external sites require a current physical examination (within the past 12 months) that states the individual is "in good health and is free from communicable diseases". Immunizations can be updated by a personal physician or clinic, or at Student Health Services at the Ohio State University. Regardless of where immunizations are obtained, documentation of immunizations will be filed in the student's clinical folder at the OSU Speech-Language-Hearing Clinic. In addition, requirements for documenting immunity, such as with the Hepatitis B vaccination, should be discussed with the student's health care provider and follow-up as suggested by the provider should be pursued by the student. This may include documentation of immunity that may be used at a later time for employment related health requirements.

- 1.1.14. All students must report known exposure to contagious diseases within the 6 months prior to and during assigned practicum to their immediate clinic supervisor(s).
- 1.1.15. All students are required to provide documentation of current certification in basic cardiopulmonary resuscitation (CPR). This can be obtained outside of Ohio State University, however opportunities for CPR certification will be made available to students during their graduate curriculum at Ohio State.
- 1.1.16. Students enrolling in SHS 843/844 are expected to be familiar with and practice universal precautions. Students should also determine specific precautions and regulations for each affiliated site they are assigned to. Information about universal precautions is available in the SHS 743/744 series, in the Health Requirements Handbook and by discussion with supervisors at assigned sites.
- 1.1.17. All students are to participate in formative assessment of their clinical competencies. To assist in this process, they are to complete a "Self-Study Information Sheet," CF-118, to review with each supervisor during the orientation meeting at the beginning of each quarter for clinical placement at a given site.
- 1.1.18. All SHS 843/844 students who are placed with supervisors outside of Pressey Hall are encouraged to write a thank you note to each supervisor after the placement is completed. This note may be handwritten or typed. It should express your personal appreciation as well as your appreciation for the continued educational support that the supervisor is offering to the SHS program. It is always nice to extend your best wishes to them as you conclude the note. Should assistance be needed in writing this note, contact should be made with the clinical advisor.
- 1.1.19. All students enrolling in SHS 843/844 must provide a non-conviction statement certifying that he/she has not been convicted of or pleaded guilty to child abuse or other crimes of violence set forth in Section 5104.09 of the Ohio Revised Code. This form will be provided to the student and should be filed in the clinical file during Autumn quarter of their first year in the graduate program.
- 1.1.20. State law mandates that professionals working in many health care and educational settings have a criminal records check as a condition of employment. Since graduate clinicians routinely receive clinical training in sites with these requirements, students must provide a criminal record check. This check entails being fingerprinted and having the prints sent to the Bureau of Criminal Identification and Investigation. The procedure for the records check is as follows:
 - a. Web Check Criminal History Check form can be obtained in Appendix H or in the clinic office. Take this form to your clinical advisor who needs to complete the supervisor portion of the form. If proof of Ohio residency for the past five years cannot be established, the additional FBI criminal check is required.
 - b. The student will need to have the Web Check Criminal History Check form and picture identification (e.g. driver's license, etc.) available. Students must take this form to the OSU Police Station during fingerprinting hours. The OSU Police Station information is as follows:

OSU Police
901 Woody Hayes Dr.
Blankenship Hall
292-2121

Fingerprinting services are available on Tuesday, Wednesday, and Thursday between the hours of 9am – 11am and 1pm – 3pm only. Students should advise the officer on duty that you need to be fingerprinted as a requirement for clinical placement at OSU. Be sure that both BCI and FBI checks are being run if you cannot verify Ohio residency for the last five years. There is no charge for the fingerprinting service.

- c. Give your completed Web Check Criminal History Check form to the officer on duty along with a check for \$20.00 made payable to the Ohio State University Speech-Language-Hearing Clinic if you are have been an Ohio resident for five years. If you have not been an Ohio resident for five years, due to the required FBI records check, the total fee will be \$44.00.
 - d. Results should be sent to: The OSU Speech-Language-Hearing Clinic
141 Pressey Hall
1070 Carmack Rd.
Columbus, OH 43210
Attn: Shannon Hand
Our agency code is: 1AB002
 - e. Should any of these or ongoing documentations indicate a conviction, the university legal office will be consulted to determine the student's 843/844 enrollment status.
- 1.1.21. All students enrolled in SHS 843/844 are assigned to provide at least one hour per quarter of service in the area of cleaning/organizing clinic areas. In addition, all students are required to prepare areas for next client use. All students are responsible for the rooms used for the client's treatment and observation.
- 1.1.22. All students enrolled in SHS 843/844 are required to purchase the following equipment by the end of the fifth week of the first quarter enrolled in clinic:
- a. Speech-Language Pathology Majors:
 - i) Portable recorder--The recorder purchased should have an external output plug, so headphones can be used and (preferably) an external microphone plug (to allow higher quality recording). A particular brand is not suggested, but to ensure reasonable quality the price of the recorder should not be below approx. \$40.00 (Note: "micro" cassette recorders should be avoided because of problems in compatibility with other recorders). A digital recorder will be a better option; however, the cost is higher. This is not required.
 - ii) Stop watch--Either an electronic or mechanical stopwatch should be purchased. The watch should be able to time events with at least 1-sec accuracy. Electronic stop watches will cost \$15.00 or less and are available from such stores as Sportmart Inc., Best Buy, Radio Shack, and online. Mechanical stopwatches are more expensive, though many times have a better "feel" to them, and are available at sporting goods stores, Macy's, and jewelry stores.
 - ii) Headphones--Inexpensive headphones are required and will be used with the cassette recorder and with other pieces of equipment. The least expensive headphones (with 1/8" jacks) can be purchased from Radio Shack, Best Buy, or online for approximately \$5.00, although the student may want to purchase higher quality units. An adapter (to change from 1/8" to 1/4" jack size) should also be purchased.
 - iv) Nametags--From the Clinic Office Manager, cost \$10.00.
 - v) Penlight--This can be purchased in a variety of stores, such as pharmacies, K-Mart, Meijers, OSU Medical BookStore, etc., cost \$10.00.
 - vi) Lab coats/Scrubs-- This is optional, however may be required at some outside clinical sites. This requirement will be listed on the health requirement sheets for outside sites. A white lab coat can be purchased from the supplies store in the basement of Postle Hall, in the Medical Bookstore, or at various uniform stores.

b. Audiology Majors

Names--From the Clinic Office Manager, cost \$10.00.

Additional materials will be required prior to beginning clinical rotation, which include a hearing aid kit and custom listening stethoset. Details and specific costs will be provided during the first year of the AuD program.

1.1.23. Clinic Calendar

Clinical assignments in the OSU Speech-Language-Hearing Clinic will generally be scheduled from the first day of the quarter through Thursday of finals week. The exception to this calendar is for graduating students whose last day of mandatory clinic is the last day of classes for that particular quarter. However, graduating students may continue their assignments during finals week and are highly encouraged to do so. The schedule for graduating students must be finalized with the assignment supervisor by the 7th week in the quarter.

The Speech-Language-Hearing Clinic operates during quarter breaks and students are encouraged to continue their assignments in clinic at that time. The student is to make this arrangement with the assignment supervisor by the 7th week for the particular quarter. Please make your break and travel plans to accommodate this calendar.

1.1.24. Guidelines for dropping/withdrawing from SHS 843/844

Given the highly unique nature of SHS 843/844, granting approval for either dropping or withdrawing from this course is discouraged. However, if an extenuating circumstance can be documented, the student must make a formal request to drop or withdraw from SHS 843/844. This is to be submitted to the Department Chair and the student's academic and clinical advisors. The Clinic Committee must review this request and provide input to the chair and advisors prior to a decision being reached.

If a drop or withdraw is approved, the following guidelines are to be followed by speech-language pathology students (and audiology students, if applicable):

- a. The student must provide all updated documentation regarding the status of the assigned client(s) to assure that the client(s) will continue to receive quality care. This documentation is to be prepared and submitted in the format that is required by the clinical site where the student has been assigned.
- b. The student must notify the supervisor of each client of his/her intent to withdraw so that clients can be promptly reassigned in order to assure that delivery of services is not interrupted.
- c. Any written evaluation from the student's supervisor(s) for the drop/withdraw quarter will be retained in the student's academic file.
- *d. Prior to re-enrolling in clinic, the student must successfully complete the agreed upon and required competency assignments. The content of these assignments will be determined by the OSU SHS program clinical supervisors.
- e. The clinical assignment for the subsequent quarter in which the student may be permitted to enroll in SHS 843/844 will be based upon the student's clinical competencies/performance at the time that the student dropped or withdrew from clinic and performance on the competency assignments as described in #4.
- *f. Upon re-enrollment in SHS 843/844, the student must adhere to the requirements and objectives that have been established by the clinical supervisors. The format for monitoring and evaluating the student will follow the guidelines as described in the *Clinic Policies, Requirements, and Protocols*, Section 1.5, "Evaluation of Clinical Skills." The quarter of re-enrollment will be

considered a probationary quarter and the student will be permitted re-enrollment ONLY if the enrollment procedures outlined above have been followed. Abandonment of clients or clinical responsibilities from the quarter in which the student withdrew will result in permanent removal from the clinical training program in the SHS program at The Ohio State University. If the student receives a failing grade (less than 2.6) during the probationary quarter, the student will be permanently removed from the clinical experience through the SHS program at The Ohio State University.

*These are only applicable for drop/withdraw as the result of poor performance in SHS 843/844.

1.1.25. Transportation to Outside Sites

All SHS 843/844 students are responsible for providing their own transportation to and from assigned practicum sites, including any travel required to the assigned site's auxiliary locations. The Ohio State University assumes no liability for travel. The Department of Speech and Hearing Science advises each 843/844 student to obtain liability insurance for any travel required as part of the SHS 843/844 assignment.

- 1.1.26. Student use of **audible** signal alerts on cell phones and pagers is prohibited during classes, meetings, presentations, and clinical assignments. EMERGENCY messages may be left in the clinic office (292-6251) or the department office (292-8207) for Pressey Hall classes and assignments. Students are encouraged to contact their outside site supervisor to determine appropriate policies and contacts for emergency situations in those settings. If used as a clock, cell phones are to be discreetly visible during delivery of services.

1.1.27. Screenings

Opportunities to participate in various speech/language/hearing screenings are offered. These opportunities are generally announced via e-mail or postings on the clinic bulletin board. They are supervised by OSU Clinical supervisors or speech/language pathologists or audiologists in the community and are open to any student enrolled in SHS 843/844. Although short term clinical experiences, they are governed by the same guidelines as other SHS 843/844 placements. If a student commits to a screening opportunity, either by contacting the clinical supervisor or "signing up", the student is expected to participate in the experience to the full extent of the commitment unless an appropriate excused absence (e.g. illness) is provided and the supervisor is notified prior to the screening. If a student fails to follow through on their commitment to a screening, they may be denied the opportunity to participate in future screenings and may impact future SHS 843/844 placements.

Occasionally, a graduate clinician may be contacted directly by a speech/language pathologist or audiologist to assist with a screening opportunity. The clinician should discuss these opportunities with their clinical advisor to assure that the person providing the screening has appropriate licensure and/or certification status and can provide the type of experience which will be both beneficial and can be applied to complete of required clinical hours for certification and/or licensure.

1.1.28. Time commitment/management

Utilization of effective time management skills is a necessary and key component when considering the wide range of excellent opportunities available at Ohio State University and the surrounding community. In addition, it is strongly recommended that a student design a long-term plan for the entire time of enrollment for a graduate degree.

Components to take into consideration include the following activities and time commitments required per quarter:

Coursework/course load
SHS 843/844/practicum assignments, including travel time to extended distance rotations
GA/RA/TA assignments
Job responsibilities outside the University
Additional certification: Student teaching, geriatric certification, etc.
Thesis commitment
Personal needs (e.g. sleep, exercise, meals, etc.)

While making such a plan, students benefit from taking into consideration that commitments vary in time and responsibility, with some requiring a major investment.

It is strongly encouraged that students take advantage of these many outstanding learning experiences. At the same time, students will need to take under advisement that participating in a variety of program options will necessitate long term, comprehensive planning. In addition, taking on several major commitments may necessitate extending the number of quarters essential to fulfill the requirement of the pursued graduate degree.

1.2 Protocol Sessions

Certain clinical assignments at The Ohio State Speech-Language-Hearing Clinic may require students to attend specific protocol sessions, usually scheduled the first and second day of each quarter. The dates and times for the sessions will be posted with the clinic assignments each quarter. Attendance is mandatory.

1.3 Obtaining Clinical Practica Assignments

- 1.3.1. During finals week of each quarter, clinical assignments will be posted outside Room 141 Pressey Hall. Upon receiving the assignments, you should immediately inform the coordinator of Speech-Language Pathology and/or Audiology Services if any conflict is identified. Check the bulletin board outside 141 Pressey for announcements from your supervisors. Graduate students assigned to outside clinics will contact their supervisors and follow the procedures of that facility. Contact with outside site supervisors is to be made by Tuesday of the first week of the quarter. Students can find contact information for outside affiliated supervisors in the assessment schedule notebooks (on the clinic office manager's desk). Audiology supervisors are listed in the "black book" (hearing aid repair/order book) and SLP supervisors are listed in the SLP assessment schedule notebook housed on the Clinic Office Manager's desk.
- 1.3.2. Speech-Language Pathology students are to pick up the quarterly updated handout of the Pressey Hall calendar. These updates will be in a folder located in front of the mailboxes in room 141a and/or posted/distributed at the first SHS 744 class meeting.
- 1.3.3. Student clinicians are expected to be at their assigned site on their assigned days/times, from the arranged day of orientation through the last day of the University's regular classes. University holidays do not necessarily indicate that the student does not have a clinical practicum site obligation. Attendance on that day is determined by the particular site's supervisor. It is the responsibility of the student to discuss this obligation with individual supervisors.
- 1.3.4. Regular attendance for practicum is required. In case of illness or emergency situations, procedures for canceling clients and notifying the appropriate supervisor are determined by the particular practicum site. It is the responsibility of the student to inquire about appropriate procedures and to follow them.

Attendance in assigned clinical practica is mandatory throughout the given quarter. If an extenuating circumstance should arise that requires absence from a clinical session, this needs to be discussed immediately with the clinic advisor (See Absenteeism of Clinician or Client). If a student will be absent from an assigned site or client, they must contact the supervisor to make arrangements for a make-up session or clinic day, depending on the assignment. This make-up is required, unless otherwise determined at the discretion of the site supervisor. In the case of a student demonstrating chronic tardiness and/or absence from a clinical assignment, action will be initiated by the assigned supervisor and may include:

- a. documenting the attendance pattern and the concerns.
- b. requesting the student to provide a formal excuse for the tardiness or absence;
- c. denying clinical hours and/or continuation in the assigned practicum.
- d. although students are encouraged to participate in a wide range of clinical experiences during their graduate school experience, hours to be counted toward clinical practica experiences can only be provided by “approved” clinical supervisors. The current list of these supervisors is available in the clinic office. This stipulation is not meant to limit flexibility of experience but rather to ensure that students are receiving a quality experience that is supervised by a licensed and/or certified speech-language pathologist and/or audiologist.

1.4 Name tags: Every student clinician is to wear a name tag while involved in clinical activities in The Ohio State University Speech-Language-Hearing Clinic. Procedures for purchasing the tags will be reviewed in the SHS 743/744 series; also see the Clinic Office Manager for assistance.

1.5 Evaluation of Clinical Skills

1.5.1. Evaluation of Clinical Performance

The clinical supervisor will:

- a. Evaluate each student clinician's clinical competencies at the end of each quarter using CF-38, CF-66, and/or CF-67 and review the written form(s) with the student clinician. After this review the student should sign the written form. If student's performance is not satisfactory (satisfactory limits is averaging 2.6 or above), a written evaluation will be provided to the student and the appropriate clinical coordinator. The evaluation will include suggestions for improving performance. An evaluation of less than 2.6 for a given clinical assignment will result in no clinical hours being obtained for that assignment.
- b. Assist a student in identifying professional expectations while enrolled in SHS 843/844. Should a student not satisfactorily comply with SHS guidelines and the assigned facility's clinical protocols, the student's supervisor should call this to the student' attention as soon as possible (no more than 7 days post the infraction) and refer the student to the guidelines as presented in the facility's clinical manual/handbook. If the student persists in noncompliance of clinic policy, the concern will be reported to the Clinic Director. If disciplinary action (e.g. denial of clinical hours, restriction of assigning hours in clinical practicum, requiring competency assignments) is considered, the following steps will be taken:
 - i) The infraction should be reviewed by the Clinic Committee and the specific disciplinary action is be approved.
 - ii) The student will be informed of the disciplinary action by the Clinic Director or student's clinical supervisor with a written summary evaluating the situation and stating the conclusions and disciplinary action. This should be signed by the Clinic Director, supervisor, and student.
 - iii) Documentation of the student's performance, all communication with the student regarding the infraction, and the specific disciplinary action taken should be summarized and attached to the student's evaluation for the given quarter.
- c. Identify student clinicians that, based on the supervisor's professional evaluation, are poorly prepared and/or conducting treatment in an inappropriate manner. Guidelines for identification and remediation of poor clinical performance are as follows: 1) If a

supervisor identifies a student who is not functioning at an expected clinical competency level, the supervisor should immediately discuss this deficiency with the student clinician and give the student suggestions designed to remediate the deficiencies. If no improvement is noted within a period of no longer than two weeks, the supervisor should notify the appropriate clinic coordinator. At the discretion of the clinic coordinator a meeting with all supervisors responsible for the clinician's work that particular quarter will be scheduled with the clinical advisor. This meeting will be to determine the extent and nature of the student clinician's clinical difficulty and to make appropriate recommendations for remediation. A decision will be made at that time concerning the advisability of a full clinic staffing (see below) with the student clinician. If such a meeting is recommended, it should occur within two weeks.

- i) If the student clinician's grade at the end of the quarter is U (below 2.6), a meeting with all supervisors responsible for the student clinician's work that particular quarter will be scheduled with the student's clinical advisor. This meeting will be to determine the extent and nature of the student clinician's clinical difficulty and to make appropriate recommendations for remediation. A decision will be made at that time concerning the advisability of a full clinic staffing with the student clinician. If such a meeting is recommended, it should occur within two weeks of the beginning of the quarter.

A full staffing will be held including any clinical supervisors who have supervised the student clinician, the clinic advisor, the academic advisor, and the student clinician. At this meeting specific behavioral objectives will be set for a second staffing to evaluate progress toward the previously agreed upon objectives. If the student in question has received a U, all clinical assignments will be in the Speech-Language Hearing Clinic. In addition, at least one supervisor other than the one(s) who raised the original concern(s) about the student clinician will be assigned to supervise the student.

At the end of the first quarter of the full staffing, the clinical advisor and student clinician will again meet. The members of the clinical faculty who attend this meeting will be determined by the clinic coordinator. The purpose of this meeting is to inform the student regarding whether the clinical performance goals that had previously been agreed upon have been met. If a student does not meet practicum goals and does not achieve a grade of S, the student will be permanently removed from clinical experience through The Ohio State University Speech and Hearing Science program. The student might choose to pursue a degree within the Department without the clinical component. The student will be counseled as to what other career options might be available.

ii) Documentation of Above

It is suggested that all formal interactions with the student clinician and members of the clinic staff be documented by a written record.

- Supervisors will keep a copy of any written evaluations given to the student (file in permanent folder) and make a record of memorandum on the CF-25 when oral evaluations are made.
- If a full staffing is held to evaluate a student clinician's performance, a record of memorandum should be written, along with a copy of the agreed upon behavioral objectives that the student in question is to accomplish. A copy will be given to the student, with a copy placed in the student's academic folder.
- If a second full staffing occurs, the student's clinical advisor should notify the student clinician via letter that the meeting is scheduled, the purpose of the meeting, and the agenda for the

meeting. Again, a record of memorandum should be written describing the meeting and its outcome.

- 1.5.2. NOTE: A grade of passing in a specific course does not inherently imply that all required clinical or knowledge skills outcomes have been attained. Should a student not earn criterion of acquisition (a grade of ≥ 2.6 and/or "S/U" grade) for a specific skills outcomes, the advancement in and/or completion of the professional program can be denied until the identified skill outcomes is/are satisfactorily demonstrated. The course of action should include a plan of correction to foster acquisition of the identified skill outcome. This plan is to be designed by the instructor of the course with input from the student, clinical advisor and academic advisor.

1.6 Clinical Placement

- 1.6.1. The following criteria is taken into careful consideration when making an assignment.

Prerequisite academic courses
Number of observation hours
Number of clinical hours accrued
Clinical competency (A student must maintain grades of S (overall 844 average on CF-38, 66, and/or 67 for each quarter being 2.6 or better) in SHS 844 to continue in practicum courses and be assigned to clinical experiences outside the Pressey Hall clinic.)
Site types
Previous 844 evaluation; competency level
Clinical advisor input
Supervisor input
Academic advisor input
Faculty member input(with regard to specific disorder knowledge skill outcomes)
Site criteria
Students' site evaluation of supervisors/sites
Schedules of students
Location of sites
Site profiles
Logistics
Time element

- 1.6.2. When preparing to complete the CF-02, students are encouraged to discuss clinic rotation plan with their assigned clinical advisor. When completing the CF-02, complete all requested information. On the schedule section, students are to provide what specific classes they are taking and other specific commitments (work, etc.). In addition, knowing the location of time commitments will assist in allowing travel time for clinical assignments that are made. Special requests and comments may be made by listing priority one, two and three and stating specific populations and age groups. DO NOT mention a specific site, as this information will neither be accepted nor considered.

Please note: When completing CF-02, if possession of a car is indicated, this verifies that it is a roadworthy vehicle which is in good repair and will be reliable transportation in order to reach outside clinical sites. In addition, due to a majority of the affiliated sites being off campus and not on a mass transportation (COTA bus) route, having a car is highly recommended. A student who does not have personal transportation may experience restrictions in the types and location of clinical assignments. When such restrictions are realized, the length of the graduate program will typically be extended.

1.6.3 . Location of affiliated sites

The location of affiliated sites is typically within Franklin County or its contiguous counties. However, in order to provide students with a breadth and depth of the clinical experience and to make possible the availability of a variety of clinical rotations during each academic term necessitate utilization of facilities at an extended distance (generally less than a 2 hour drive time). Students enrolling in SHS 844 are advised to plan for such assignments. Giving fore-thought to being assigned to extended distance facilities is strongly recommended. Therefore, it is recommended that graduate students have the following in place:

1. A roadworthy vehicle to provide safe and prompt transportation,
2. Sufficient transportation funds to support costs of travel, and
3. A well-defined time management plan to allow for travel time.

It is anticipated that the 4th year clinical preceptorship/externship for AuD students will likely take place outside of the greater Columbus metropolitan area. This placement is based on factors noted in Section 1.6.1, in conjunction with student preferences, and options available nationally. AuD students are encouraged to consider these factors, along with financial implications of a placement, early in the program.

1.7 Recommended Clinical Experiences

To maintain consistency among students in the attainment of clinical experiences and to insure that each student's training reflects a variety of clinical experiences across disorders and populations, the following clinical experiences are recommended to each student.

1.7.1. Recommended Sequence of Clinical Experiences in Audiology

a. Diagnostic Rotation Levels

Stage I: Ohio State Speech-Language-Hearing Clinic

- i) Required for all graduate students in 843 with an audiology major
- ii) Required for all students who have no previous clinical experience.

Stage II: Combined assignment that includes an assignment at the Speech-Language-Hearing Clinic and an outside site.

Stage III: Outside sites - A minimum of two assignments are required

Stage IV: 4th year clinical assignment: Full time clinical preceptorship over one or more clinical settings which is arranged by the Clinic Director, with input from the academic and clinical advisors and the student.

b. Habilitation Rotation Levels

Stage I: Rehabilitation experience with adult clients, including hearing aid dispensing.

Stage II: Rehabilitation experience with children at an outside site or at The OSU Speech-Language-Hearing Clinic.

c. Students may be at different rotation levels in each of the two above levels, and may be promoted to a higher stage of rotation depending upon:

- i) the level of clinical competency skills and
- ii) academic preparation.

- d. Externship/Preceptorship for 4th year AuD students: This clinical experience is designed to be the equivalent of a full time (e.g. 40 hours per week for 50 weeks) placement designed to expand the student's skills and knowledge. In addition, this is an opportunity to obtain in-depth clinical experience in a specific area (e.g. cochlear implants, vestibular assessment and management, etc.). This experience is designed in conjunction with the academic advisor, clinical advisor, and student. The plan for this experience is approved by the Audiology Oversight Committee and the 4th Year Clinical Experience Plan (see Appendix I) is completed by the Clinic Director, who serves as the Practicum Coordinator.

The suggested timeline for securing a 4th year experience is located in Appendix J.

The Practicum Coordinator will be responsible for developing an Affiliation Agreement with the placement facility prior to the student beginning the placement. In addition, any requirements from the site (e.g. additional training, liability insurance, health requirements) must be in place prior to initiating clinical practice at that site. Any remuneration to be provided to the student MUST be discussed with the Practicum Coordinator prior to the beginning of the placement.

All students participating in the 4th year externship must be enrolled in SHS 843. During the externship, students will meet with the Practicum Coordinator on a periodic basis in order to track progress of the experience and to discuss the experience. If problems arise in the experience, the student should immediately contact the Practicum Coordinator so the University has been alerted to the difficulties and can participate in their resolution.

- e. Specific hour requirements:

For all AuD majors, the following specific hours must be accrued:

- i) ASHA requirements for Certificate of Clinical Competence

If the student is pursuing the requirements for the Certificate of Clinical Competence in Audiology, supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities. ASHA requires 25 observation hours as well as a mandatory hour requirement that is equal to one year of full time employment (approximately 1800 hours) earned during the AuD program. See Appendix M.

- ii) Requirements for Ohio License:

The current requirements for Ohio license are available at <http://slp.ohio.gov/>. These requirements are similar to those for the Certificate of Clinical Competence. Ohio licensure requirements are also similar to licensure requirements for other states and students are encouraged to contact the licensure board of a state in which they may be interested in practicing to review these guidelines.

1.7.2. Recommended Sequence of Clinical Experiences Speech-Language Pathology

- a. Rotation Recommendation

- i) Intervention

The order of rotation is as follows:

Stage I: Ohio State Speech-Language-Hearing Clinic

For all graduate students, the first assignment of SHS 843/844 should be in the Speech- Language-Hearing Clinic or in a site that the supervisor is considered a member of the Speech and Hearing Science staff/faculty.

For all students who have no previous clinical experience, the first 25 hours of practicum should be in the Speech-Language-Hearing Clinic or in a site in which the supervisor is considered a member of the Speech and Hearing Science staff/faculty.

Stage II*: Combined assignment, which includes an assignment at the Speech-Language-Hearing Clinic and an outside site.

Stage III*: Outside Sites: A minimum of three different clinical assignments is required.

The student may be promoted to higher stages of rotation based upon:

- the level of clinical competency skills
- academic preparation/knowledge competencies

ii) Assessment

Stage I: OSU Speech-Language-Hearing Clinic – A minimum of one credit (three hours/week) of SHS 844 of Diagnostic Practicum is required at the OSU Speech-Language-Hearing Clinic or ENT Interdisciplinary Voice Clinic.

Stage II: Outside site--Additional diagnostic hours may be accumulated in assignment sites.

The option to go either to Stage II or Stage III from Stage I rotation depends on the clinician's level of clinical competency and clinical hour needs.

b. Specific hour requirements:

For all SLP majors, the following specific hours must be accrued:

i) ASHA requirements for CCC

Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities. ASHA requires 25 observation hours as well as 375 total clinical hours, with 300 of these hours earned at the graduate level.

- articulation
- fluency
- voice and resonance, including respiration and phonation
- receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
- hearing, including the impact on speech and language
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
- social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
- communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)

ii) Requirements for Ohio License:

The current requirements for Ohio license are available at <http://slpaud.ohio.gov/>. These requirements are similar to those for the Certificate of Clinical Competence. Ohio licensure requirements are also similar to licensure requirements for other states and students are encouraged to contact the licensure board of a state in which they may be interested in practicing to review these guidelines.

iii) Speech-Language Pathology students are required to attain a specific number of hours that are judged to be at skill levels of intermediate and advanced. See Appendix I and CF-05 for these guidelines.

1.8 Extended Clinical Education

1.8.1. Statement of Policy:

Students pursuing clinical certification and licensure are required to participate in **at least 2** extended clinic related experiences prior to graduation, totaling at least 20 hours of extended clinical education experience. The required curriculum and clinical experiences provide each student with an excellent framework of critical knowledge and skills; however, it is unrealistic to assume that all aspects of the fields of Speech-Language Pathology and Audiology are covered. Exposure to seeking extended experiences will allow each student:

- a. To recognize that additional clinical skills and knowledge must be acquired throughout one's professional career
- b. To seek out topic areas of specific interests and needs.
- c. To become acquainted with specific on-the-job skills and knowledge that are expected in various job settings, and
- d. To develop a plan for continually expanding on-the-job skills and knowledge, i.e. continuing education.

1.8.2. Description

The experience can be acquired via various modes of participation such as:

- a. Workshops and short courses. Components of the project will include:
 - i) Register for and attend at least 10 hours of workshops or short courses (May use a maximum of 5 hours from any one activity--e.g. If one workshop is 10 hours, you may count 5 hours of this activity toward your Extended Clinical Experience).

Provide a copy of your registration form and notes.

- b. Literature Review. Components of the project will include:
 - i) Read at least 7 scholarly articles on a given topic (e.g. Seminars Journal).
 - ii) Prepare written literature review including a critical analysis of each article.
- c. Clinical Method/Procedure Project. Components of the project will include:
 - i) Review and outline literature pertinent to the method/procedure.
 - ii) Write a critical analysis.

Prepare materials for implementing the procedure in clinical sessions

1.8.3. Required Area

All students must familiarize themselves with the Individuals with Disabilities in Education Act (IDEA). This information can be acquired either in SHS 670, SHS 807 OR as an extended clinical education experience.

1.8.4. Authorization and Documentation

Students must have prior authorization for experiences to be counted toward the extended clinical experience. The procedure for receiving authorization and documentation is as follows:

- a. Submit the form "Authorization/Documentation for Extended Clinical Experience" CF-27 to your Clinic Advisor. This must be submitted at least two weeks prior to the initiation of the experience. Complete Sections I and II.
- b. Complete student section IV of the above form (CF-27) and resubmit to the Advisor within one week of completing the extended clinical experience.
- c. File the completed (Sections I through IV) (CF-27) form in your graduate student clinician folder.

1.9 Clinical Folder

Each student who is pursuing the clinical education tract will be given a clinical folder. The clinical folder will be filed in a locked file cabinet in Room 141a Pressey, in alphabetical order according to the student's name. Each clinical folder will contain:

- Clinical Hours Worksheet (CF-04 or CF-05)
- Log of Clinical Clock Hours (CF-06 or CF-07)
- Clinician Supervisor Conference Log/receipt of Code of Ethics (CF-25)
- Verification of observation hours
- HIPAA Certificate
- Extended clinical education hours form (CF-27)
- Student Teaching form (for those pursuing teaching license)
- Formative Assessment (CF-118)
- Documentation of professional liability insurance, criminal records check,
- CPR certification, and health status.

Students are required to access their clinic files for pre-term, midterm, and final conferences with supervisors and for various other documentation activities, as described here. If the student needs to access their file, they should contact a clinical advisor or the Clinic Office Manager who will access the student's file for them.

Documentation of health requirements for all students enrolled in the clinical track program in the Department of SHS is as follows:

- a. Provision of form for documenting completion of health requirements

The Ohio State University student health center will provide the Speech-Language-Hearing Clinic with an updated form with list of requirements annually in late Spring or Summer quarter. These forms will be included in the packet of information that is forwarded to incoming graduate students during the Summer prior to beginning the program. This allows for incoming students to begin documentation of health requirements and complete necessary immunizations, etc., with their personal physician. If students prefer to initiate the immunization process following enrollment at OSU, forms will be provided during Orientation and students will be instructed to contact the Student Health Center.

b. Filing of documentation

Students are responsible for having the form listing health requirements completed and filed in their graduate clinician folders. When the requirements are completed and the form is filed, the student is to report this to their assigned clinical advisor.

1.10 Clinical Hours and Student Teaching

Students in Speech-Language Pathology intending to count clinical hours towards ASHA CCC and Ohio License during student teaching must have prior authorization of which hours may be accumulated for that purpose. The procedure for receiving such authorization is as follows:

Submit the form "Request for Authorization of CCC/OH License Hours during Student Teaching" CF-108 to the Speech and Hearing Science Coordinator of Speech-Language Pathology Services by the end of the second week of the quarter preceding the intended enrollment in student teaching. Complete sections I, II, and III prior to submitting.

Submit this form with Sections I through IV completed to the Coordinator of Student Teaching by the end of fifth week of the quarter preceding the intended enrollment in Student Teaching.

File this form in the clinic folder by the end of the eighth week of the quarter preceding the intended enrollment in Student Teaching.

Prior authorization is necessary in order to guarantee that Student Teaching hours will be considered as part of the required practicum hours for ASHA certification and Ohio License.

1.1 Health Insurance Portability and Accountability Act of 1996 (HIPAA)

The OSU Speech-Language-Hearing Clinic, being a health care organization, uses the "Privacy Rule", a provision of the Health Insurance Portability & Accountability Act of 1996 (HIPAA), that went into effect on April 14, 2003. The purposes of the regulation are to:

- protect and enhance the rights of consumers regarding their health information and control the inappropriate use of the information;
- improve the quality of health care in the U.S. by restoring trust in the U.S. health care system; and
- improve the efficiency and effectiveness of health care delivery by creating a national framework for health privacy protection that builds on efforts by states, health systems, individual organizations and individuals.

Confidentiality and trust have always been an integral part of providing care for patients. HIPAA formalizes expectations for all health professionals to follow regarding patient rights and for safeguarding identifiable health information. Previously, there has been no federal protection of health information, just a patchwork of various state laws.

Graduate clinicians performing clinical practicum in the OSU Speech-Language-Hearing Clinic must be trained in HIPAA Privacy regulations and must uphold the privacy guidelines. Training will take place prior to beginning clinical practicum in the OSU Speech-Language-Hearing Clinic. Upon successful completion of the training, the graduate clinician will be provided a certificate to verify completion of this training. However, practicum or externship sites may require that graduate clinicians participate in additional training or site-specific training prior to the practicum placement, which may be a requirement for placement at that facility. In addition, graduate clinicians may be required to participate in training in Family Educational Rights and Privacy Act (FERPA) regulations, which apply primarily in public school and University settings.

Specific questions or concerns regarding HIPAA compliance should be directed to the Clinic Director, who services as the HIPAA privacy officer for the clinic.

1.12 Recommendations: Letters and/or Statements

When seeking either verbal statements or written letters of recommendation from faculty members or clinical supervisors, students are required to provide the form "Authorization and/or Waiver for Letter or Statement of Recommendation" (See Appendix G) to the person(s) providing the recommendation. This is a requirement of The Ohio State University and was put in place to protect student confidentiality.

2.0 Clinical Advisors

2.1 Clinical Advisors

During the first quarter of enrollment at Ohio State, each graduate student who desires to receive clinical experience during the graduate program will be assigned to a Clinical Advisor. Assignment of advisor will be dependent on the student's discipline of Speech-Language Pathology or Audiology.

The clinical advisor's duties are:

- 2.1.1. To advise the student as to the particular clinical experiences that are available through the Department of Speech and Hearing Science.
- 2.1.2. To provide each student clinician with a copy of ASHA'S/AAA's Code of Ethics and minimum requirements for clinical hours for ASHA certification.
- 2.1.3. To advise the student as to the appropriate sequencing of practica in view of the student's academic background and previous clinical experience.
- 2.1.4. To advise the student as to what courses are required (or their equivalency) and/or beneficial prior to enrolling in a particular practicum, in conjunction with the academic advisor.
- 2.1.5. To advise the student about the number of clinical hour requirements to fulfill ASHA-CCC and/or Ohio licensure requirements.
- 2.1.6. To approve the student's updated Clinical Hours Worksheet (CF-04;CF-05) and Recommended Clinical Experiences (CF-89, 90 and 96).
- 2.1.7. To check that the student is updating an official Log of Clinical Clock Hours (CF-06; CF-07)
- 2.1.8. Approve the clinical hours that have been transferred from other training program(s).
- 2.1.9. When a student completes the clock hour requirement (re: Ohio License and ASHA's requirements), this is to be approved by the student's clinical advisor. The student will have two copies of Hours Approval Form (CF-04 or 05) signed by the Clinical Advisor. This form verifies that a student has completed the clock hour requirements as described in the Ohio Speech-Language Pathology and Audiology Licensure Law and ASHA's Requirements for Certificate of Clinical Competence. One form must be filed in the student's clinical file; the other in the student's permanent academic file prior to a student requesting the Director of the Program to complete the application for ASHA membership and/or for state licensure. Each student is urged to have this form completed prior to the date of graduation. Failure to do so may delay the needed paperwork at a later date when the former student is in need of the data for employment, clinical fellowship year, etc.
Upon submitting the ASHA and state licensure applications to the Chair of the program, the following information should be included:
 - a. Completed (all pertinent information that the applicant is to provide is to be filled in) application forms.
 - b. The Hours Approval Form (CF-04,05) (the one for the academic folder) along with the required forms for your academic course work.
 - c. Addressed/stamped envelopes to:
 - i) ASHA
 - ii) Ohio Board of Speech-Language Pathology and Audiology
 - iii) Applicant--only if you are requesting any information be sent to you.

3.0 Speech-Language Hearing Clinic Procedures

3.1 General Clinic Information

3.1.1. The Mission

The Ohio State University Speech-Language-Hearing Clinic's mission is to improve the quality of life of all individuals with communication difficulties, to provide cost effective services that meet the unique needs of the client and their families, and to promote excellence in clinical training and education of future hearing and speech-language professionals.

3.1.2. The Vision

The Ohio State University Speech-Language-Hearing Clinic's vision is to be recognized as the leading hearing and speech-language service provider and comprehensive clinical educator in the Central Ohio region.

3.2 Intake Procedures re: speech-language pathology

3.2.1. Pre-diagnostic screenings

- a. Pre-diagnostic speech and/or hearing screenings are available at the clinic.
- b. Screenings are free of charge for Ohio State students and are available at a minimal charge for non-students.

3.2.2. Enrollment Classification

- a. Non-student clients are required to receive an evaluation prior to enrollment in treatment. This requirement may be waived in circumstances in which the client has received a diagnostic evaluation within the past three months from a speech-language pathologist at another center. Prior to being waived, a diagnostic report must be received and reviewed by a staff speech-language pathologist who will decide if the diagnostic information is complete enough to waive the evaluation appointment and recommend one of the following:
 1. Consultation session
 2. Enrollment in treatment (waiving both diagnostic and consultation appointments).
- b. Clients that are University students must have had at least a speech-language screening, identifying a possible communication disorder prior to enrolling in treatment. If enrollment in intervention is recommended, the following issues will be discussed:
 - Preferred days/times for treatment
 - Expected duration of treatment program
 - Frequency and length of treatment session
 - Cost per treatment session/billing and payment policies. An Enrollment Agreement (CF-65) is to be completed and returned to the Clinic office prior to enrollment in treatment.
 - Questions regarding treatment emphasis, strategies, prognostic factors, etc.

The student may receive a diagnostic evaluation the first scheduled intervention session, unless otherwise directed by the clinical supervisor working with the student to schedule a separate assessment appointment.

3.2.3. Procedures for Scheduling Diagnostic Evaluation/Pre-intervention Consultation for Non-student Clients

- a. All non-student clients who request a speech-language evaluation or pre-intervention consultation appointment will be scheduled for an appointment by contacting clinic personnel (the primary person who schedules diagnostic sessions is the clinic office manager). The clinical staff person who schedules the appointment is to provide the client requesting the appointment with the following information:
 - i) Name and location of clinic as well as telling the client that a map of the clinic location and directions for parking
 - ii) Inquire about the need of special drop-off arrangements due to health/ambulatory reasons. If such arrangements are needed, procedures will be reviewed.
 - iii) Date and time of the appointment
 - iv) Approximate length of testing session
 - v) Cost of assessment session
 - vi) Need for obtaining prior authorization for third party funding; clinic policy regarding payment on the day of scheduled assessment session
 - vii) Review the written information that will be sent (letter of confirmation, map of clinic location, consent form, case history, and parking permit).
- b. During the scheduling of the evaluation appointment, the Office Manager is to record the appointment in the following manner:

Record client's name, date of birth, address, telephone number, and insurance information in *Therapist's Helper*, the clinic database, where a client file will be created. .

Temporary folders are created and assigned by the Clinic Office Manager. They are given a 3-5 letter code that corresponds to the temporary account number listed on *Therapist's Helper*. The temporary folders are filed in the clinic office in the file cabinet directly adjacent to the clinic mailboxes. They are listed in alphabetical order.

3.2.4. Recommendations of the Diagnostic Evaluation/ Pre-intervention Consultation

Pending the results/findings of the diagnostic evaluation session, the client will receive a recommendation for:

- a. No enrollment in treatment
- b. No enrollment in treatment at the present time, but a periodic re-check to monitor the situation
- c. Enrollment in treatment NOTE: If enrollment in treatment is recommended the following issues will be discussed:

Preferred days/times for treatment

Expected duration of treatment program

Frequency and length of treatment session

Cost per treatment session/billing and payment policies. An

Enrollment Agreement (CF-65) is to be completed and returned to the

Clinic office prior to enrollment in treatment.

Questions raised about treatment emphasis, strategies, prognostic factors, etc.

3.2.5 Records of Intake

- a. Upon receiving a diagnostic evaluation or pre-intervention consultation, all clients are assigned a permanent folder that contains:
 - i) CF-11 consent form, signed and witnessed
 - ii) CF-09 or CF-10 case history, depending on age of the client
 - iii) Summary of diagnostic evaluation which follows CF-14 format or if a hospital patient - either a or consultation letter; or if a voice client seen by a member of the Speech-Language-Hearing Clinic staff in an ENT's office, a consultation form.
 - iv) CF-49 Contact Sheet
 - v) Medical clearance, as necessary
 - vi) HIPAA form
- b. See diagnostic procedures for more details

3.2.6. Assignment to Caseload

Clients are placed on a waiting list with the pertinent information recorded on a "waiting list" card. The waiting list card, along with a duplicated copy of the card, is to be placed in SLP Coordinator's mailbox for processing. The waitlist card will be housed in the clinic file box marked "Client Status Records." Each client is scheduled when an appropriate time slot is available according to preferred times/days, disorder of client, and clinical skill level of student clinician. NOTE: A client usually does not have to wait for treatment any longer than from 6 to 12 weeks with duration of waiting time averaging less than 6 weeks.

3.2.7. Diagnostic Evaluation

All clients who are enrolled in treatment shall receive a diagnostic evaluation prior to an intervention program being initiated.

The diagnostic evaluation shall include:

a. Testing

i) Audiologic Screening

Pure-tone audiometric screening

Adults: Pure tone audiometric screening
(500, 1000, 2000, 4000 Hz at 20 dB HL)

Children: 1000, 2000, 4000 Hz at 20 dB HL

Immittance Screening

Otoscope inspection must be completed before immittance screening. Routinely complete immittance screening for clients through the age of 6 years. After the age of six, a screening is to be administered if there are such risk factors as history of ear infections, allergies, or the presence of an Upper Respiratory Infection. The immittance screening is to include tympanometry. For adults, pass criteria are: peak admittance is 0.3-1.4, volume is 0.6-1.5, and tympanometric width is +50 to -150 mm H₂O. For children, pass criteria are: peak admittance is 0.2-0.9, volume is 0.4-1.0, and tympanometric width is +60 to -150 mm H₂O.

ii) Speech/Language Assessments: Appropriate formal and informal assessments of the client's skills in the areas of:

- Articulation
- Receptive and expressive language
- Fluency
- Social and cognitive aspects of communication
- Voice

will be administered. Selection of the test battery will be dependent on the age and individual needs of the client as presented in the case history questionnaire and reports from other specialists. A staffing of the diagnostic team composed of the client's supervisor and student clinician(s) will precede the diagnostic appointment. Discussion will involve selection of the battery and rationale for each chosen assessment. Following the staffing, the team leader (graduate student having primary responsibility) will submit a written lesson plan summarizing the test battery to be administered. This will be reviewed/approved by the client's supervisor. An example of the Speech-Language Pathology Diagnostic Plan format to be used is available in Appendix G.

iii) Clients identified as having voice disorders and/or vocal fold dysfunction will have one or more of the following examinations.

- Nasometric Acoustical Analysis
- Perceptual Acoustical Analysis
- Transglottal Airflow Analysis
- Videolaryngostroboscopy

Selection of battery of examinations will be dependent on the client's physician's diagnosis and recommendations.

b. Case History

- i) A case history questionnaire will be completed by the client or client's parents/legal guardian.
- ii) On the day of the evaluation, a thorough case history will be taken and pertinent information will be summarized and presented in a post-testing staffing and recorded in the intake report.

c. Post-Testing Staffing

A staffing composed of the client's supervisor and student clinician(s) will follow the gathering of diagnostic information including results from formal and informal tests and clinical observation and case history (information from case history as presented by client and other professionals) interactions. All conclusions and recommendations shall be presented and approved by the client's supervisor prior to presenting them to the client/client's parents.

d. Counseling Session

A counseling session will follow the professional staffing, to review with the client the testing procedures, results, conclusions, and recommendations. If treatment is recommended, information about the duration, frequency, available time, cost of the service, and billing and payment policies is to be provided. If referrals to other professionals are made, the client will be informed as to type of services needed, the reason for the referral, and the type of professional who would deliver the service. At the end of the counseling session the client will be provided with a questionnaire

regarding clinical facilities and services and encouraged to complete it and return it to the clinic

e. Post Diagnostic Staffing

A professional staffing will follow the counseling session that will involve:

- i) Evaluating the evaluation procedures
- ii) Identifying the strengths and weaknesses of the session
- iii) Making suggestions as how to improve subsequent diagnostic sessions
- iv) Discussing follow-up needs for the client--decisions will be made as how to execute follow-up procedures to assure that there is carry-through of recommendations made during the counseling session.

Quality Improvement Questionnaire

Following the client's initial session, the client will be given a Quality Improvement Questionnaire (available by the sign-in window). Encourage the client to complete the questionnaire and return it to the clinic, either immediately following their appointment or at the time of the next appointment. The questionnaire may also be returned by mail.

g. Records of Speech-Language Pathology Intake

- i) A written report summarizing the evaluation using the format as outlined in CF-14 is to be submitted to the client's supervisor within 3 days of the diagnostic appointment. All revisions of the report are to be made within 8 days of the appointment. The report is to be completed, typed, proof read, and signed by the client's supervisor and student clinician(s) within 14 days of the diagnostic appointment. The exception to this is when the client is an OSU student. The diagnostic report and first progress report may be combined into one report if the client's supervisor approves such a time table and format. If a copy of the report is to be sent to the client and/or other professional, it will be sent within 14 days of the appointment.
- ii) Upon receiving a diagnostic evaluation, all clients are assigned a permanent folder that contains:
 - CF-11 Clinic Consent form (signed by client and witness)
 - CF-09 or CF-10 Case History form
 - CF-49 Clinic Contact sheet with description of service provided
 - HIPAA form (left side of folder)

Report of diagnostic evaluation following clinic report guidelines (CF-14) with test score sheets attached. Note: All materials such as score sheets, date sheets, etc. are to have the following information on them:

- client's initials/or client's name
- date of observation
- clinical file number
- student clinician's name

- iii) Any information (written or oral) pertaining to the evaluation may be released only by the client or client's parents/guardians giving written permission (CF-23/24) to do so.
- iv) Professional staff conducting the testing are encouraged to make an effort to communicate pertinent/appropriate information to referring professionals or other professionals delivering related services to the client in order to coordinate the

intervention needs of the client.

3.3 Intake Procedures re: Audiology

3.3.1. Pre-diagnostic screenings

- a. Pre-diagnostic speech and/or hearing screenings are available at the clinic.
- b. Screenings are free of charge for Ohio State students and are available at a minimal charge for non-students.

Procedures for Scheduling Diagnostic Evaluation

- a. All clients who request a hearing evaluation appointment will be scheduled for an appointment by contacting clinic personnel (the primary person who schedules these sessions is the Clinic Office Manager). The clinical staff person who schedules the appointment is to provide the client requesting the appointment the following information:
 - i) Name and location of clinic, as well as telling the client that a map of the clinic location and directions for parking will be sent.
 - ii) Inquire about the need of special drop-off arrangements for health/ambulatory reasons. If such arrangements are needed, procedures will be reviewed.
 - iii) Date and time of appointment
 - iv) Approximate length of testing session
 - v) Cost of testing session
 - vi) Review of written information that will be sent (letter of confirmation, map of clinic location, consent form, case history form, and parking permit.
- b. During the scheduling of the evaluation appointment, the Office Manger is to record the appointment in the following manner:

Record client's name, date of birth, address, telephone number, and insurance information in *Therapist's Helper*, which will both create a client file and will put client's name into the scheduler.

Temporary folders are created and assigned by the Clinic Office Manager. They are given a 3-5 letter code that corresponds to the temporary account number listed on *Therapist's Helper*. The temporary folders are filed in the clinic office in the file cabinet directly adjacent to the clinic mailboxes. They are listed in alphabetical order.

3.3.3. Testing

- a. Appropriate battery of audiologic tests
- b. Formal/informal screening of language, articulation, voice, and fluency skills (see CF-110)

3.3.4. Recommendations for further treatment and/or evaluation pending the results/findings of the diagnostic evaluation, the client will receive recommendations for:

- a. No further evaluation or treatment.
- b. Further evaluation (e.g. hearing aids , speech/language evaluation). If this is recommended, time and cost will be discussed.

- c. Enrollment in treatment, individual or group.
- d. Referral to professionals outside the clinic.

3.3.5. Quality Management Questionnaire

Following the client's initial session, the client will be given a questionnaire regarding clinic facilities and services and encouraged to complete it and return it to the clinic.

3.3.6. Records of Audiology Intake

- a. Upon receiving a diagnostic evaluation, all clients are assigned a permanent folder that contains:
 - i) CF-11 Clinic Consent form (signed by client and witness)
 - ii) CF-09, or CF-10, or Central Auditory Case History form
 - iii) CF-49 Contact Sheet with summary of results, procedures and recommendations
 - iv) Report of routine diagnostic evaluation following clinic report guidelines and including names of all tests used. For example, CID W-22, Speech Perception in Noise, etc. Information from speech/language screening, collected on the CF-110, should be noted in the diagnostic report. A written report summarizing the evaluation using format provided by your supervisor is to be submitted generally within 1 day of the diagnostic appointment. All revisions of the report are suggested to be made within 3 days of the appointment. The report is to be completed, typed, proofread, and signed by the client's supervisor and student clinician(s) generally within 7 days of the diagnostic appointment. Reports of central auditory processing evaluations are due within 3 days of the diagnostic appointment. All revisions of the report are suggested to be made within 10 days of the appointment. The report is to be completed, typed, proofread, and signed by the client's supervisor and student clinician(s) within 21 days of the diagnostic appointment.
 - v) Audiogram with all pertinent information completed on the form
 - vi) Immittance Form unless otherwise noted in report
 - vii) Speech Recognition Sheet(s) unless otherwise noted in report.
 - viii) Completed speech/language form (CF-110)

3.4 Treatment Procedures/Policies for Speech-Language Pathology

3.4.1. Long-range (criteria for dismissal) goals and short range (quarter) treatment objectives are to be specified within 3 to 6 treatment sessions (approximately 2-3 weeks) of date that treatment is initiated. This plan is to be submitted, and approved by the client's supervisor.

3.4.2 Treatment plans are to include:

- a. Status at beginning of quarter
- b. Baselines of targeted behavior(s)
- c. Treatment goals/outcomes
- d. Rationale for goal selection

3.4.3. Treatment measures should be based on conclusion/recommendations of client's diagnostic evaluation and/or previous quarter's recommendations, ongoing clinical observations and

assessment results, and related professional recommendations.

- 3.4.4. Treatment design should include pre-treatment assessment, pre-treatment baselines, post-treatment assessment and continual assessment of client behaviors, consistent with goals selected for that treatment term.
- 3.4.5. Treatment plans are to include statements of prognosis supported by such factors that affect client progress as:
 - a. results of assessment
 - b. stimulability
 - c. environmental factors, motivation
 - d. physical limitations
 - e. previous Rx results
 - f. cognitive level of client, etc.

All treatment lesson plans are to be submitted at least 2 days prior to the scheduled appointment. These plans are reviewed by the clinical supervisor in charge of the clinical case. The goal and format of treatment are the ultimate responsibility of the clinical supervisor and must meet with this person's approval prior to execution. Submission must allow adequate time for lesson plans to be reviewed and approved. Clinical hours may be denied if lesson plans are not approved. Two examples of the treatment lesson plan formats to be used are available in Appendices B, C and D. The specific form to use will be designated by the supervisor of the client.

- 3.4.6. Treatment methods shall be based on rationale, which is evidence-based and adapted to meet the needs of the individual client.
- 3.4.7. Documentation of all of the above shall be available by:
 - a. Weekly lesson plans
 - b. Quarterly reports
 - c. Home programming forms
- 3.4.8. Clinic Scheduling
 - a. Frequency of treatment sessions is based on individual needs, typically once or twice per week (45 minutes to 1 hour each).
 - b. Individual and group scheduling are available, and selection for placement shall be based upon:
 - i) Client's needs
 - ii) Availability of appropriate placement in group (re: age, disorder, methodology, time, days, etc.)
- 3.4.9. Closing/Progress Report

A written progress report summarizing the treatment program using the format outlined in CF-15 is to be submitted to the client's supervisor on Monday of the eighth full week of the quarter. All revisions to the report are due within one week following the conference with the case's supervisor, unless an alternative due date is determined by the student and supervisor. The report is to be completed, typed, proofread, and signed by the client's supervisor and student clinician by Thursday of Final Exam week. If treatment is to be continued, a

representative lesson plan of a treatment session from each client's treatment program is to be attached to the progress report. This plan is to be removed from the client's folder by the clinician that is assigned for the subsequent treatment period. The student clinician assigned to the client for the following quarter is to review this plan and return it to the client's supervisor.

3.4.10. Quality Management Questionnaire

Following the first term of treatment, the client will be given a questionnaire regarding clinic facilities and services and encouraged to complete it and return it to the clinic.

NOTE: 1) When preparing rough drafts and final copies of all reports mentioned in previous sections of this manual, be sure to edit your work (spelling, spacing, complete data, accurate data, complete sentences, etc.). All reports that are submitted are to be as if they were in final form and ready to be filed. When a student makes obvious editorial oversights, the supervisor will: a) return the report for the student to proofread again and make appropriate changes and b) reflect this in the students' 843/844 grade and number of clinical hours earned. 2) All clinic reports and related documents such as letters printed during the regular workday **MUST** be printed on the Clinic printer in Room 141a. If reports and clinic documents are printed at other times, the clinician **MUST** immediately retrieve the printed material from the selected printer, so client confidentiality is not violated.

NOTE: Each report is to reflect updated status and accurate information. Students are to generate their own reports and not copy verbatim from previous reports authored by others.

3.4.11. Documentation for Service

- a. Clients must sign in on clinic sign-in sheet at the time of their arrival for the appointment. The clinician should confirm this sign-in by checking the sign in sheet.
- b. **Immediately** following each service:
 - i) A billing form (CF-70) must be completed for each client. The white copy of the CF-70 is to be given to the client; the yellow copy is filed (with appropriate payment) in the payment drawer.
 - ii) A service record for each procedure is entered into *Therapist's Helper*, the clinical computer database. Further information and training in this area is available from the Business Office and specific questions regarding this procedure should be directed to that office.

3.4.12. Pre-certification

- a. **Assessment:** All SLP clients (and selected audiology clients) will be contacted by the Business Office prior to their appointment in the clinic to determine the necessity for Pre-certification. Clinicians should confirm this information prior to the assessment by checking the Diagnostic cover sheet in the client's temporary or permanent file (left side).
- b. After assessment has been completed and intervention is necessary, a treatment waitlist card, and copy, needs to be completed and placed in the SLP Coordinator's mailbox. Upon receiving the copy of the waitlist card the Business Office will verify pre-certification/insurance requirements. The Business Office will report to the SLP Coordinator when/how the client's funding has been verified/approved.
- c. **Intervention:** New and continuing SLP and AR clients who require pre-certification or re-certification of treatment sessions should be contacted by the Business Office prior to or during the first therapy session each quarter to discuss payment options and arrangement. Clinicians should confirm that this information has been obtained by checking the Therapy cover sheet on the left side of the client's permanent file. If this information is not available, the Business Office should be contacted immediately.

3.5 Referral Procedures and Policy

The following guidelines will be employed when interacting with other professionals:

- 3.5.1. Referrals to other specialists will be made when a client exhibits/presents a problem not within expertise of speech-language pathologists and/or audiologists on staff.
- 3.5.2. Prior to any discussion pertaining to referrals being made to a client, the student clinician must first receive approval from the client's supervisor. This discussion should include rationale for such a referral, type of referral, type of specialist to whom the client should be referred, procedures as to how to present the referral to the client, and follow-up to the referral recommendation.
- 3.5.3. Referrals will be discussed with the clients to inform them of the reason for such a referral, the type of service needed, and/or whom (type of specialist) they should select.
- 3.5.4. Selection of the referring specialist should be based upon the specified need of the referral. It is recommended that the client be referred to several specialists having the qualifications to execute the needed service(s) versus a specific person, when possible. In the case that our clinic is providing the service as a referring specialist, the professional initiating the referral to us should be notified (with permission of the client) to discuss and coordinate further referral recommendations.
- 3.5.5. Supervisors in the Speech-Language-Hearing Clinic have lists/directories of professional resources in the central Ohio community.
- 3.5.6. Medical clearance will be obtained when necessary/applicable.

3.6 Follow-up Procedures

3.6.1. Procedures

Dismissed Clients

Upon dismissal of a case from treatment, a follow-up card re: the client will be placed when necessary/applicable in a designated file box by the attending clinician(s).

- i) Follow-up is to be conducted at one or more of the following intervals: one month, two months, three months, six months, one year, two years, and five years, or as deemed appropriate.
- ii) The follow-up card design will be as follows:

FOLLOW UP NOTICE

Client's Name: _____ File #: _____
 Today's Date: _____ D.O.B. _____
 Notice Filed By: (Clin.) _____ (Supr.) _____
 Re: Dismissed Case _____ Clin. Class _____
 Re: Diagnostic Case _____
 Re: Other _____
 FOLLOW UP DATE _____

INTERVALS	CONDUCTED BY	RESPONSE	Stability of Progress		
			Improved	Unchanged	Regressed
3m _____	_____	_____	_____	_____	_____
6m _____	_____	_____	_____	_____	_____
1y _____	_____	_____	_____	_____	_____
2y _____	_____	_____	_____	_____	_____
5y _____	_____	_____	_____	_____	_____

(Check)

Telephone #: _____

On this date the following should be done:

iii) As each follow-up check occurs, the interval is to be checked off. The file box will be separated according to the interval. As each follow-up is conducted, the card is to be checked off and placed in the proper section of the file. After the final check, the card is to be moved from the follow-up section and placed in the audit section of the box.

- The 1, 2, 3 and 6 month follow-up will be conducted by the clinical supervisor* and will consist of phone or written contact and scheduling of a post-check if the client desires. The supervisor will then place the follow-up card in the one year follow-up category if appropriate to do so.
- Beginning with one year, follow-up can be conducted by means of a questionnaire. The questionnaire, accompanied by a cover letter, will be mailed to clients who have been dismissed from treatment for a period of one year, two years and five years. The supervisor will send this.
 - 1) Once the questionnaire is returned, it is given to the clinical supervisor.*
 - 2) The clinical supervisor will review the questionnaires. Those clients desiring a post-check will be scheduled for appointments.

*It is preferred that the supervisor of that case does the follow-up. If that supervisor is no longer employed at the Clinic, the file will be given to the Clinic Director or Assistant Clinic Director depending on the disorder of the case or to the supervisor that has assumed responsibility for that client.

b. Diagnostic Clients:

Follow-up cards will be completed and placed in the files of those clients who fit the following description: a) those not placed on the Speech-Language-Hearing Clinic caseload, b) those in need of a re-evaluation at a later time, c) those that have been referred to other agencies for diagnostic or treatment purposes.

- i) Follow-up will be conducted at intervals as designated by the attending diagnostician(s). Suggested intervals are: 3 months, 6 months, one year, two years and five years.
- ii) Follow-up will be conducted by the supervisor of the particular diagnostic. The supervisor will send a form letter to the client or the parents of the client. As each follow-up occurs, the interval is to be checked off. After the final check, the card is to be removed from the file. A record of each follow-up contact is to be recorded in the client's file.

Note: Both waiting list and follow-up cards are to be approved and initialed by the client's supervisor prior to filing the card.

Telephone and written contact

At each follow-up date, the clinic will make two attempts to contact the client by telephone. If those attempts are not successful, including reaching an answering machine but not a client directly, clinic personnel will send a letter to the client and state a date by which the client needs to respond. At the same time the follow-up card will be placed in the follow-up file one month post the deadline specified to the client. If there has been no response from the client, at the time the follow-up card is pulled appropriate documentation will be made, including: noting the status on the CF-49 in the client's folder and sending letters to applicable referral sources informing them of the client's status.

Example of Cover Letter for Diagnostic Client

Clinic Letterhead
Client's name
Client's address

Dear:

Our records show that it has been (time) since (you or name) received your/his/her speech-language evaluation. I am interested in knowing if (your or name's) speech has shown improvement since you/he/she was/were evaluated on (date). If you feel any concern about your/his/her speech and/or language development, please contact me. At that time we could discuss the possibility of a re-evaluation and/or the possibility of enrollment in a treatment program, I would appreciate knowing and would forward your/his/her records, if you so request.

Yours truly,

Supervisor's name
Clinical Supervisor

Example of Cover Letter for Dismissed Clients

Clinic Letterhead
Client's name
Client's address

Dear:

The Ohio State University Speech-Language-Hearing Clinic is currently conducting a follow-up of your/your child's speech since you/he/she was/were dismissed from treatment.

We are enclosing a questionnaire we hope you will complete and return promptly. Remember to be as accurate as possible about your/his/her current speech skills.

Thank you for your assistance.

Yours truly,

Supervisor's name
Clinical Supervisor

b. Example of follow-up questionnaire

Name: _____ Date: _____

Birthdate: _____ Phone: _____

Age: _____

Address: _____

City: _____ State: _____ Zip code: _____

Description of Present Skills

Since dismissal has your speech
(Please check one of the following)

- 1. Remained the same as at the time of dismissal?
Yes _____ No _____
- 2. Improved? Yes _____ No _____

3. Regressed? Yes _____ No _____ Please explain:

Do you feel you or your child should return for continued treatment?

Yes _____ No _____

If so, would you like the clinic to contact you to schedule an appointment?

Yes _____ No _____

Other comments:

Return to: Assistant Director; Speech-Language-Hearing Clinic
The Ohio State University Speech-Language-Hearing Clinic
141 Pressey Hall
1070 Carmack Road
Columbus, OH 43210-1002

3.6.2. Documentation of follow-up:

A record of the client's follow-up is to be documented by filing a copy of the letter sent to the client and/or summarizing the contact on the Clinic Contact CF-49.

Progress notes from follow-up/booster session should follow the **SOAP** format as described in the following and be recorded on the CF-49.

S -stands for subjective information, what the client tells the clinician. This information can be introduced by the phrase, "The client reported, stated, etc..." Also, this information will reflect the Speech-Language Pathologist's impressions of the client's status.

O - stands for objective information. This is the section that includes evaluation results, observations, change in patient's condition, change in client's treatment, and objectives of the session.

A - stands for assessment. This is the section that includes the professional's objective conclusions about the client's status. It is also the section to describe the treatment goals/activities and to assess the effectiveness of the treatment plan and recommend changes.

P - stands for plan. This section must reflect services to be provided and goals to be achieved from these services.

3.7 Dismissal Procedures/Policy

A client will be considered for dismissal under the following conditions:

3.7.1. When established long-term goals are accomplished at the specified level of performance and/or the client is no longer viewed as communicatively impaired.

3.7.2. When no significant progress is made toward attaining established long term goals in at least two consecutive quarters of treatment and documentation shows manipulation of intervention strategy, frequency, intensity, and service providers (teacher, parent, caseworker, etc.)

3.7.3. When the client fails to attend at least 70% of scheduled treatment sessions in an academic term.

3.7.4. Failure to pay for services rendered.

3.8 Record Keeping

3.8.1. Client Record Keeping/Filing Procedures

a. Removing Clients' Folders

All folders for clients receiving speech/language services must be signed out by the person removing them from the filing cabinet. Sign out cards (with red tabs) are stored in the tray located on the side of the filing cabinet. When a folder is going to be signed out for an extended period of time (i.e. more than two days), the person removing the client's folder must sign their name, folder number and date on the sign out card and put it in place of the folder. The person who signs out the folder is responsible for all of the material until it is refilled. When filing the folder, the card should be removed and returned to the tray.

All folders for clients receiving audiology services will be placed in the supervisors box, in the appropriate box on the office managers desk (in order to be called regarding a hearing aid service), or in the appropriate area to be filed. Due to the volume of files in audiology, they should NOT be refilled by the graduate clinician but instead by the office staff.

b. Maintenance of Clients' Folders

The speech-language pathology student clinicians are responsible for fastening all information into the clients' folders. Audiology students should be aware of the process and the appropriate location for materials within the folder. All diagnostic and treatment materials are to be fastened to the right-hand side of the folder. These materials are kept in chronological order with the most recent information on top. Audiology and speech-language diagnostic and treatment folders have a contact sheet (CF-49) that is placed on top of all materials. Each folder has a date sticker designating the year of the most recent appointment at the clinic. This sticker is updated by the Clinic Office Manger, clinical supervisors, assigned student clinicians and/or clinic office employees.

All financial and insurance information is to be fastened to the left-hand side of the folder. These materials are kept in chronological order with the most recent information on top. This HIPAA form followed by a "Client Financial Information" cover sheet is placed on top of all materials, followed by the client's insurance card.

i) All folders of speech-language pathology clients enrolled in treatment will contain:

Right side of folder:

- Consent form CF-11
- Information Questionnaire CF-09 or CF-10
- Medical clearance as necessary
- Typed reports: diagnostic or consultation letter/report, progress reports or progress notes, related diagnostic assessment and baseline form.
- CF-49

Left side of folder:

- Treatment cover sheet provided by the Business Office
- Copy of insurance card, if paying by insurance
- Signed HIPAA form
- Signed CF-65

ii) All folders of speech-language pathology clients who have received a diagnostic evaluation will contain:

Right side of folder:

- Consent Form CF-11
- Information Questionnaire CF-09 or CF-10
- Medical Clearance, as necessary
- Typed diagnostic report or CF-49/Consult letter if a hospital or ENT consultation client, related diagnostic assessment forms
- Contact sheet CF-49

Left side of folder:

- Diagnostic cover sheet provided by the Business Office
- A copy of insurance card, if paying by insurance
- Signed HIPAA form

iii) All folders of aural rehabilitation clients enrolled in treatment will contain:

Right side of folder:

- Consent Form CF-11
- Information Questionnaire CF-09 or CF-10
- Audiogram
- Typed reports: diagnostic and progress reports, related diagnostic assessment and baseline forms
- Contact sheet CF-49

Left side of folder:

- Treatment cover sheet provided by the Business Office
- A copy of insurance card, if paying by insurance
- Signed HIPAA form
- Signed CF-65

iv) All folders of clients receiving audiologic evaluations and/or

Right side of folder:

- Consent Form CF-11
- Information Questionnaire CF-09 or CF-10
- Audiogram
- Typed diagnostic report

- Immittance Form unless otherwise noted in report
- Speech Recognition sheet(s) unless otherwise noted in report
- Client contact CF-49

Left side of folder:

- Diagnostic or treatment cover sheet provided by the Business Office
- A copy of insurance card, if paying by insurance
- Signed HIPAA form

v) All folders of clients purchasing a hearing aid through the clinic will contain:

Right side of the folder:

- Consent Form CF-11
- Information Questionnaire CF-09 or CF-10
- Audiogram
- Hearing aid outcome measure (e.g. COSI)
- Record of real ear gain testing, if appropriate
- Results of functional measure (e.g. aided word recognition, aided warble tone results, etc.)
- Physician's Clearance or Waiver CF-71
- Results of Electroacoustic analysis, if performed
- Typed report
- Contact sheet CF-49

Left side of folder:

- Hearing Aid Sale Agreement CF-01
- Copy of hearing aid invoice
- Hearing Aid Record
- Treatment cover sheet provided by the Business Office
- A copy of insurance card, if paying by insurance
- Signed HIPAA form

c. Audit of clinical folders

- i) A structure audit of clinical folders may be performed by clinical staff during Winter Quarter each year. Folders will be audited to assure that information listed above in Maintenance of Client Folders is included.

ii) A process audit of clinical folders may be performed by clinical staff during Summer Quarter each year.

Assessment folders must include:

- Patient identification; includes name, address, phone number(s), file number, birthdate, parent/guardian, referral source, cultural group (optional)
- Background information; includes history of disorder, appropriate developmental/health history, status of disorder and health, educational/work information, previous SLP/Aud evaluations and recommendations, client's/family's concerns/hopes
- Areas assessed: includes consistency with background information, appropriate for age/physical status/culture, specific tests stated, screening of opposite area (sp/lang. vs. hearing), test battery adequacy
- Results/Status: includes consistency with test battery, presence of absence of problem, diagnosis of problem, severity of problem, strengths/weaknesses, prognosis
- Recommendations: includes decision to treat or not to treat, consistency with results and status, need for referral, parameters of treatment specified, need for additional evaluation, need for counseling/family program
- Documentation: included release and/or request forms, names and signatures of clinician/supervisor, client informed of recommendation/goals

Intervention folders must include:

- Patient identification: includes name, address, phone number(s), file number, birthdate, parent/guardian, referral source, cultural group (optional)
- Goals: includes long-term goals, short-term goals, consistency with diagnosis, reviewed regularly, rationale
- Methods/Type: includes consistency with goals, group versus individual, intensity and frequency, accepted clinical practice
- Measurement of Outcome: includes pretreatment, post-treatment, consistency with goals and methods, ongoing assessment, prognosis
- Recommendations: includes consistency with goals, methods and outcomes, specificity, disposition, frequency and length, duration
- Consultation: includes family inclusion, input from professionals, information sent to professionals, referrals
- Follow-up: includes type (booster or check-up), purpose, action taken, contact person and date
- Documentation; includes release and/or request forms, names and signatures of clinician/supervisor, client informed of recommendation/goals, referral person informed of case status

d. Filing of Folders

All clients' folders are filed in a file case in a locked room in the clinic office, with inactive files housed in filing cabinets in room 147. These folders are filed in numerical order, with this number also serving as the client's identification number. The client's name is kept in the

clinic database *Therapist's Helper*.

e. Access to Folders

Access to clinical folders is restricted to authorized clinical personnel (secretarial personnel, student clinicians, clinical staff, and faculty). Failure to comply will result in disciplinary measures.

f. Checking out folders

When a folder is pulled for a speech/language pathology client, a sign-out card stating identification number and person having folder is to be filled out and placed in the designated spot where the folder is filed. Upon returning the folder to appropriate place in the file cabinet, the sign-out is pulled and returned to its designated storage location. This protocol does not apply to audiology clients, due to the volume of folders and the process for tracking a folder through a hearing aid protocol. If a folder is pulled for an audiology client, it should be placed in the designated location—supervisor box, office manager desk (box for hearing aid pickups), or in the “to be filed” area.

g. Clinical file and folder procedures restriction

It will be important to review your client's folder before your initial meeting with your supervisor. REMEMBER!! Clinical files may only be taken to 141a, 142, 146, 147 (audiology folders only) 148, or your supervisor's office. Failure to comply will result in disciplinary measures. When you want to read or use a file, be sure to fill out the sign-out card from 141a.

How to use file: Find the client identification number listed on the assignment sheet posted outside room 141 Pressey (for treatment clients), or in *Therapist's Helper*. Then check the files located in room 141a and look up the desired number (bottom four digits on folder). The files are in numerical order. PLEASE KEEP THEM THIS WAY. Should your client's identification number not be available on the assignment sheet, consult with the supervisor of the case.

Photocopying contents of client folders (including clinical reports) is strictly prohibited. In an extenuating circumstance students feel requires such photocopying, permission of the clinical supervisor must be obtained.

Client's Working Folder (Speech-Language Pathology ONLY)

i) Assessment Folder

A working folder is defined as materials* that are being collected on a client prior to summarizing this information in the form of a formal evaluation report, progress report, or consult letter.

Client's reports that are being prepared are to be kept in the supervisor's office or out mailbox in the clinic office. When reports are prepared outside of the designated clinical areas, all materials (reports, score/data sheets, etc.) are to be identified by only the client's initials. Names and other identifying information are to be placed on the reports after returning the reports to the clinic office. It is recommended that author of the diagnostic and/or treatment report keep a copy of the rough draft until the final copy is filed.

ii) Intervention Folder

A working folder is defined as intervention materials*, including lesson plan, data sheets, SOAP notes, homework routines, and homework materials that are being utilized for ongoing intervention program. These materials are to be housed in a manila folder with lesson plans fastened in chronological order on the right side of the folder. These folders are to be maintained by the assigned case's graduate student and may be taken outside the clinical area **only** if all identifying information is omitted.

i. Retention of Client's Records/Reassignment of Clinical File Numbers

A client's file will be retained with other clients' files for ten years post receiving any clinical services at the Speech-Language-Hearing Clinic. In the tenth year that no clinical services have been provided, the client's folder will be pulled and reviewed by appropriate clinical personnel. If this individual verifies that no services have been delivered to the named client within the past ten years, all records in the folder will be destroyed and the clinical file number will go back into rotation for assigning to new clients. Financial and billing records will be kept for seven (7) years.

* All materials, including lesson plans, score sheets, data collection sheets, disks, and recordings (video and audio) are to have the client's initials rather than name or other identifying information on them. In addition, any draft reports stored on computer hard drives, external drives, etc., must be destroyed immediately after they have been filed in the client folder.

j. Client Billing and Service Records

i) General Processing

After each treatment and diagnostic session, the clinician is required to:

- 1) Enter the sessions information on the computerized database/billing form (CF-70 - see appendix E; there are separate CF-70 forms for Speech and Audiology) and have it signed by their supervisor. All sections need to be completed including:
 - Client name, file number. If the client is being seen for the first time and a **new file is being utilized then the file number must be input in *Therapists Helper*, which should replace the temporary file number (usually 3 letters).**
 - Date
 - Clinician name
 - Supervisor's initials
 - Diagnosis (check box)
 - Procedure (fill in amount of service)
 - Today's Charge, Payment and Balance
 - Payment type (circle)
 - Type of payment (check off or write in)
 - Stats (optional per supervisor)

After completing the CF-70, the white sheet is given to the client, and the yellow sheet is placed in the upper left hand drawer of the Clinic/client counter with the client's payment attached (see below for payment policy).

- 2) Enter the session information into the Clinic Computer located at the Clinic/Patient Window. The clinician needs to pull up their patient and click on the 'ADD SESSION' button. All information needs to be completed including:
 - Date
 - Service Name
 - Service Charge
 - Length (completed in minutes)
 - Time
 - Status
 - Diagnosis
 - Therapist (Supervisor)
 - Program Type (type of service provided)
 - Account Type (type of payment)
 - Billing Memo (optional)

- Comments (optional)

NOTE: For all SLP treatment sessions, this information can be preset—see Clinic Business Office for directions.

After inputting this information the clinician needs to click on the ‘SAVE’ button to save this information into the system.

Note: If the Clinic can not get paid for the services you provide, due to processing issues based on lack of accurate inputting, you may be denied clinic hours.

ii) Additional CF forms/procedures

- 1) All treatment related clients must complete a Fee Agreement (CF-65) prior to initiation of treatment services.
- 2) Adult clients in treatment or the parents of minor clients should also receive a copy of CF-29, Billing Procedures.

iii) Payment policy

Payment for services provided at the clinic is critical to the welfare and continuation of the clinic. The method by which a client pays depends heavily on what type of insurance that the client carries. The types of insurance and their respective processing are as follows:

- 1) **Contractual (Provider):** the clinic has a contract with the client’s insurance company to provide speech-language-hearing services. The client pays only his/her co-pay (if any) at the time of service. The Clinic will file the insurance claim for the remainder of the client’s bill.

Note: Two copies of the client’s insurance card must be made; one needs to be filed in the patient folder and the second should accompany the CF-70 for the diagnostic evaluation or first treatment session.

- 2) **Non-Contractual (Non-Provider):** the clinic does not have a contract with the insurance company to provide speech-language-hearing services. Some non-contractual insurance companies will not pay for speech-language-hearing services or will not pay the clinic for the services rendered. To insure payment, the clinician will need to collect payment at the time of service or the patient will be billed. This information will be listed on the Dx or Tx cover sheet located on the left side of the patient’s folder. The client is responsible for the entire bill no matter what their insurance is.

Note: Two copies of the client’s insurance card must be made; one needs to be filed in the patient folder and the second should accompany the CF-70 for their first treatment or diagnostic session.

- 3) **Self-Pay:** The client does not have any insurance or wishes to pay for the services themselves. For these clients payment is due at the time of service. Cash, check, Visa, MasterCard and Discover are all accepted.

iv) Insurance Filing Procedure

Insurance claims will be filed by the Clinic Business Office. These filings utilize the information that the clinician inputs into the computer system.

v) Payment by Check, Charge Card or Cash/Change.

When the client pays directly after the session, the payment should be attached to the CF-70 form. If it is a check or charge receipt, attach it to the CF-70 with a paper clip. If cash is used, put the cash in an envelope and staple or paperclip it to the CF-70. If

change is needed, the clinic office manager or any of the clinic supervisors have a key to the change drawer. If the supply of change is low, please tell the clinic office manager, clinic business manager, clinic director or the assistant clinic director.

vi) Return of Products Sold by the Clinic

Any time an item sold by the Clinic (i.e. hearing aids) is returned by a client, the 'Clinic Return Record' CF-70R (see appendix F) is completed. This form is the client's receipt as well as the Clinic's record of the transaction.

When an item is returned, the following procedures need to be followed:

- 1) Obtain the item from the client.
- 2) Complete the CF-70R (found on the clinic/client counter) and have the client sign it.
- 3) Return the item to the manufacturer with a copy of the original invoice (found in the client's folder) or manufacturer's "return for credit" form. Be sure to note the reason for the return.
- 4) The client may receive his/her refund in one of two ways depending on how the item was paid for when purchased.

- The client may receive their refund by check, which will take 2- 3 weeks.
- The client may receive their refund by credit card credit. This option takes 3-4 days, but can be processed that day if necessary. The Clinician needs to write in the client's credit card number and expiration date on the 'comments line' of the CF-70R. The white copy of the form is given to the client as their receipt of the transaction, the yellow copy is put into the CF-70 drawer and the pink copy may be shredded and discarded. The actual credit will be processed by the business office staff and a receipt will be mailed to the client.

Note: This option is preferred over the check option but can only be used for those purchases that were originally made with a credit card.

vii) Hearing Aid Batteries

The clinic sells Rayovac Hi-Pro batteries at the following prices*:

675	\$4.00 per pack of 4 batteries
13	\$4.00 per pack of 4 batteries
312	\$4.00 per pack of 4 batteries
10	\$4.50 per pack of 4 batteries
5A	\$8.00 per pack of 8 batteries

* Check current costs as posted in the clinic office.

All batteries and supplies will be kept in the middle cabinet in room 147d. When performing an electroacoustic analysis of hearing aids, use *only* batteries from the battery drawer. If the size you need is not in the drawer, take a carton of batteries from the cabinet and place them in the drawer.

When you sell a pack of batteries, take it from the display at the window. Be sure to mark the size and quantity of batteries purchased on the CF-70.

At the hearing aid fitting, each client is to receive:

- One pack of batteries per hearing aid purchased. This pack of batteries is to be taken from the battery drawer.

At the hearing aid check (two week check), each client is to receive:

- Educational materials
- A battery size ID card with our name label on the back (you need to attach this).
- A battery coupon if they are interested in collecting these for a "Buy 10, get one free" program.

Information about obtaining batteries through the clinic in a monthly program. If they are interested, they will receive batteries by mail on a monthly basis, along with an invoice.

If a client is referred to our clinic by a current client, please send the client that referred a complimentary pack of batteries attached to a "With Our Compliments" card. The supervisor will need to sign the letter that goes along with the batteries.

k. Confidentiality of Information pertaining to Clients

Any information (written or oral) pertaining to the assessment and intervention of clients may only be released after the adult client or parent(s)/guardian(s) of a minor client have given written permission (CF-23/24) to do so. The **only** information released from the client's folder is that generated by personnel of The Ohio State University Speech-Language-Hearing Clinic.

l. Supervisor's Documentation of CF-49, Waiting list cards, or Follow-up Cards

The supervisor of an assigned client must be informed of all contacts made concerning each client. To document the supervisor's notification the following steps are to be taken.

- i) CF-49: All entries made by clinical staff (including entries made by clerical staff) must be called to the attention of the supervisor. The supervisor reviews and approves the entry and signs off on the CF-49. This sign-off should be under the graduate clinician's signature in the "clinician" column; the supervisor signs his/her name or initials and appropriate CCC credentials. [Note: The only exception to this is the Business Office personnel who completes all financial related file notes in the progress notes section of the Clinic's Software.]
- ii) Waiting List and Follow-up Card
 - 1) The student clinician assigned to the client will complete the appropriate waiting list or follow-up card and submit it to the case's supervisor. Note that if there are any specific conditions regarding the client that this should be noted at the bottom of the card to serve as a reminder when the next contact with the client is made. (For example: check on status of insurance prior to scheduling tx.)
 - 2) The supervisor reviews and approves the information on the card. Documentation of this review and approval will be recorded by the supervisor's initials written in the upper right corner of the card.
 - 3) The supervisor files the card in the appropriate area of the tickler file kept in the index box in the clinic office.

3.9 Scheduling Appointments for Speech/Language Pathology Treatment

- 3.9.1. Caseloads for the Speech-Language-Hearing Clinic will be posted outside room 141 Pressey. The date(s) of the client's first appointment(s) also will be posted. If there is any conflict or if the appointment date is not posted, immediately notify the supervisor of the case. It is the assigned graduate student's responsibility to call these problems to the attention of the supervisor so that the matter can be resolved.
- 3.9.2. The student clinician is responsible for contacting the client or client's parents to schedule the

treatment for the quarter. The student clinician should provide them with the following information: (1) times and days of treatment sessions, (2) date and time of first appointment, and (3) location to which they are to come (Clinic Office). Contact with clients is to be made by the second day of the quarter and prior to pretreatment conferences.

- 3.9.3. Students are responsible for contacting the coordinator of speech-language pathology and/or audiology should they be available and willing to be assigned additional clinical assignments or should a client be dismissed or fail to attend. NOTE: When a client is dismissed or discontinued from clinical services, appropriate documentation in the client's folder is to be completed and approved by the client's supervisor.

3.10 Scheduling a Meeting with Supervisor

- 3.10.1. An initial meeting may be held with the supervisor to discuss your client and goals for treatment. Check the bulletin board for scheduling of these conferences. Bring the clinical folder to pretreatment, midterm, and final supervisor conferences.
- 3.10.2. Midterm and final conferences with the supervisor(s) to discuss the client's progress, further strategy, recommendations, and your clinical skills, and competency level may also be scheduled. Check the bulletin board for posting of times and days of these conferences.
- 3.10.3. An exit interview is to be scheduled with the clinical supervisor for each treatment client at The Ohio State University Speech-Language-Hearing Clinic. This is to be scheduled during finals week (check the quarterly calendar and checksheet for specific dates). Bring to that conference the client's folder, client's Therapist Helper session summary printout and your CF-07 or CF-06. At that time the report and an example lesson plan, if the client is continuing in intervention, will be filed, the client's folder will be audited for appropriate forms and reports, information (including client information, client billing, client services, and client disposition) entered on the clinic database will be audited, hours on the Therapist Helper printout will be approved, and signed by the supervisor and clinician and hours on the CF-07 and CF-06 will be approved and signed by the supervisor.

3.11 Clinical Supervisor's Observation

- 3.11.1 Each clinical supervisor will observe each clinician/client assigned to his/her caseload in a manner appropriate to the experience and level of the clinician, the difficulty of the case, experience in the disorder area, among other factors. These guidelines are designed to meet clinical education needs in which to guide the student's clinical growth and to assure that the student meets requirements for certification and/or licensure.
 - a. In the past, ASHA recommended a "percentage of time" of supervision. This method is very objective in terms of supervision and is retained by some clinical supervisors. As stated above, the amount of direct supervision will be commensurate to the skill level of the student clinician and complexity of the client with typical frequency being at least 50% of each diagnostic evaluation, and at least 25% of the treatment sessions. Direct supervision is in real time and not less than 25% of the total contact time.
 - b. The number and frequency of supervised sessions will meet or exceed those specified by ASHA's CAA. The supervisor will be observing several aspects of each session and making constructive observations as well as suggestions. These may be in the form of a written evaluation, which is completed following sessions that have been observed. For speech/language pathology students, these feedback sheets are posted on the bulletin board outside room 141. Evaluations with the supervisor are opportunities for discussion, as they are designed to foster development of professional skills.

3.12 Room Assignment

- 3.12.1. Room Assignments will be posted on the bulletin board in room 143 Pressey. Entries should be made using the client's initials and student clinician's last name. Treatment clients in the A age group are assigned to suite 130 and 140 A, and in the B and C age groups to suite 126, 140 E and F, and room 120. SLP diagnostics evaluations are assigned to 140 A

(preschool), 140 C (Adult), and 140 F (school age). Voice function analysis procedures are assigned to specific rooms pending equipment required for the procedure.

3.12.2. Guidelines for the Functions/Uses for Pressey 120

- a. Primary uses of the room
 - Clinical Research
 - Clinical Teaching
 - Clinical Services
 - For specially selected diagnostic/treatment services, excluding regularly scheduled individual diagnostic and treatment services, as these are to be scheduled in 130, 126, and 140 suites of rooms
 - Group treatment sessions
 - Clinical staffing/consultation
 - vi) Designated SHS functions—scheduled with Department Office Associate, approved by the Department Chair, and coordinated with the Clinic Director.

NOT TO BE USED FOR: Studying (individual or group), casual socializing, or lunchroom

- b. Appliance Use: Appliances are only to be used for therapy and diagnostic service delivery activities and designated SHS functions (See 1. D. above)
- c. Scheduling room
 - i) Use the schedule board posted in 143 for reserving the room for clinical related service delivery.
 - ii) Designated functions scheduled with Department Office Associate after confirming the availability of the room as determined by the reservations made on the schedule board in room 143. If a conflict should arise, each circumstance will need to be handled individually by discussing the situation with the Department Chair and Clinic Director.
- d. Research: Follow guidelines that are in place for all clinic research projects.

3.13 The Appointment

To accommodate the number of people using treatment rooms, please allow appropriate amounts of time to set up and clean up for the session. For example, one hour appointments should begin on the hour and terminate no later than five minutes before the hour, unless otherwise directed to do so. Half hour appointments should begin on the hour and terminate no later than three minutes before the half hour, or begin on the half hour and terminate no later than three minutes before the hour. This allows time to rearrange the room and for the next clinician to make preparations for the next client in that room. The clinician who conducts the last session in a treatment room for the day is responsible for turning off the lights.

3.14 Absenteeism of Clinician or Client

3.14.1. Clinician Absences

- a. Emergency/Illness: In case of an emergency or illness, please notify the supervisor immediately. In addition, for Pressey treatment clients, cancel the session (the clinician should keep the client's number at home) and notify the supervisor of the cancellation. **DO NOT HAVE THE CLIENT(S) COME TO THE CLINIC WHEN THE CLINICIAN WILL NOT BE THERE AND ALTERNATIVE ARRANGEMENTS HAVE NOT BEEN MADE!**
- b. Planned absences and extenuating circumstances: Should an extenuating circumstance

(e.g. professional conference, academic commitment, job interview, etc.) arise that necessitates an arranged absence from a site, the following protocol is to be followed:

- 1) Identify the circumstances and absence plan (possible options to make up the requested absence) with student's clinical advisor and academic advisor, if the circumstance relates to academic issues. The clinical advisor and academic advisor will review the request and determine status of acceptable options.
- 2) A written description of the circumstances and proposed option(s) should be submitted to the appropriate coordinators of clinical placement for consideration and approval by the Clinical Committee.
- 3) Upon approval of the proposed plan, the coordinator will notify the student's supervisor(s) affected by the absence to gain approval for request. The absence will only be approved once the site supervisor has given permission of the absence plan.

These types of requests should be minimal and only proposed in special circumstances.

3.14.2. If your client cancels a session, you are responsible for notifying your supervisor by leaving a note in the supervisor's clinic mailbox or e-mailing the supervisor.

3.14.3. If your client fails to attend the sessions regularly, it is your responsibility to contact them by phone or mail them about the absences. This is to be approved by your supervisor prior to any action being initiated.

3.15 End of Quarter Procedures re: Rescheduling Client

Near the end of each quarter the clinician is to help each of his/her clients to fill out these forms: CF-35 - Final Session Notice and CF-21 -Client Reschedule Form. Due dates for these forms to be turned in will be listed in the SHS 844 Quarterly Schedule Handout.

3.16 Emergency Procedures, Evacuation Plan, and Crime Prevention

3.16.1. Fire alarm or drill

The following plan should be executed in case of an emergency situation in the Speech-Language-Hearing Clinic:

- a. All occupants in clinical rooms on the first floor should proceed to the north lobby and exit the building. All clinicians and clients on the lower level of Pressey should proceed to the north staircase and take that to the emergency exit on the north side of the building.
- b. The person discovering the emergency or the reason to evacuate the building should activate the fire alarm located on the southeast corner of Pressey Hall between rooms 110 and 110a of the first floor or in the east hall at the southeast corner of the lower level. At the sound of the alarm, the above plan will immediately go into action, whereby the building will be evacuated as quickly and orderly as possible. However, the person discovering the emergency should, if time allows, call the Emergency Number, 911, and quickly and clearly explain the emergency. If unable to call due to the seriousness emergency, proceed out of the building and place the call from the nearest available telephone.
- c. Clinicians are responsible for their clients during an emergency situation. The clinician should accompany their client calmly and quickly to the north exit of the building. They are to meet the parent and/of the person who accompanied the client outside the building directly out the door of the north exit. Supervisors are responsible for verifying that specific rooms have been cleared as follows:
 - The supervisor/staff member in Room 115 is responsible for checking and assisting those in Room 120 and the 124 suite.

- The supervisor/staff member in Room 117 is responsible for checking and assisting those in the 126 and 130 suites.
 - The supervisor/staff member in Room 119 is responsible for checking and assisting those in Room 134 and the 140 suite and providing a backup for those leaving the parent observation rooms and clinic waiting area.
 - The supervisor/staff member in Room 145 is responsible for assuring that the parents/accompanying adults in the observation rooms and clinic waiting areas are taken calmly to the north exit of the building and remain with them until they are connected with the client that they have accompanied to the clinic. This is vital to the smooth, calm evacuation of the clinic. Any student clinicians and all staff in the clinic office area should assist with this task.
 - The supervisor/staff member in Room 147b is responsible for checking and assisting those in the Audiology Suites (147 suite) and also providing a backup for those leaving the parent observation rooms and clinic waiting area.
- d. If the client is nonambulatory and on the lower level of Pressey, the client should be taken to the north stairwell outside the fire doors. The clinician should then exit the building and notify the fireman and/or policeman upon their arrival of the location of the client.
- e. Fire extinguishers and hoses are located on

First Floor

Southeast corner between rooms 110 and 110a
Hallway between suites 126 and 130
Northwest wall across from 139 (waiting room)

Lower level

North stairwell
North wall across from room 23
Southeast corner
Southwest corner around the corner from room 1
South stairwell

- f. Use of the elevator is to be avoided.

3.16.2. Tornado Warning

Clinicians are responsible for their clients during this emergency situation. The clinician should quickly accompany the client to the waiting room and, if possible, find the parents and/or person who may have accompanied the client and then all can take appropriate action of moving to the lower level hall in Pressey by way of the north staircase. It is suggested that the client, client's parents, and clinician remain in the lower level hall until the danger period has passed.

3.16.3. Medical Emergency

If a client, member of client's family, or clinician, requires emergency medical care,

- a. Ask Clinic Office Manager or coordinator to call 911 immediately (inform of type of problem).
- b. Ask clinical supervisor/coordinator to help you locate someone certified in First Aid and/or CPR.
- c. The clinic first aid kits are located under the computer in the top right drawer in the clinic office, in room 129, in room 134, and in the audiology area (147c).

3.16.4. Crime Prevention

Preventing Theft

This is the greatest security problem on campus. The following steps help to reduce thefts.

- a. Never leave personal belongings (books, purses, jackets, tape recorders) unattended. Get a student locker, ask a friend to watch them, or take them with you. Remember: the grad room is often unoccupied and anyone can walk in.
- b. Be alert to unfamiliar persons loitering or wandering in the Speech and Hearing area. Ask if you can be of help. If they are clients, you can direct them to the clinic office. If not, it is a good way to let them know you are aware of their presence. Get in the habit of noticing appearance and dress of unfamiliar persons.
- c. Clinic equipment, tests, and materials are expensive. Be sure to return them to their proper places after use. Report missing objects to your supervisor or the Clinic Office Manager immediately.
- d. If a theft does occur, report it to a faculty or staff member and call Campus Police (2-2121) immediately.

Personal Safety

- a. If a student will be in the Speech and Hearing Science area after 5:00 p.m., they should make plans to let someone know where they will be and their plans. **Relock** doors upon entry into a clinical area. Do not let others in the building through locked doors when exiting the building.
- b. Do not walk alone at night. Call a friend or the campus escort service (2-2101). Avoid shortcuts and poorly-lighted areas. Keep a good grip on your belongings and walk purposefully. Be ready to run and scream if necessary.
- c. Always lock your car and roll up the windows. Do not leave valuable items in view. If at all possible, park in a well-lighted area. Have your key(s) ready, so you don't have to search for them. They can also be used as a weapon.
- d. If in need of emergency help, use an Emergency Help Phone, located around campus, or call 911 on any other phone (for city-wide emergency services).

3.17 Guidelines for Observing in the Ohio State University Speech-Language-Hearing Clinic

3.17.1. Persons Observing

Only those persons who have formal affiliation (students, faculty, staff of the Ohio State University Speech and Hearing Science Program, clients' spouses, parents, and/or legal guardians, and persons under the direct auspices of the Clinic Director) may observe clinical sessions.

3.17.2 Restrictions in Observation

Those persons observing may observe a client only upon receiving permission from the client's clinical supervisor. Each client and/or legal guardian is informed that observation of sessions may be taking place. Furthermore, the client has the right to request that the observations be restricted to specific persons.

3.17.3 General Guidelines

The following guidelines are to be disseminated to students in the Speech and Hearing Science Program who will be doing/observing clinical sessions

Please read the following guidelines prior to observing clinical sessions in the clinic facility.

You are required to follow the guidelines as stated as long as you are participating as a clinical observer.

- a. Priority for using TV monitors is given to the clinical supervisor.
- b. You are to use earphones if you are the only observer watching a specific session. Offer to use the earphones when a supervisor begins to observe.

Groups of observers will have to observe without earphones. (This means that only one group watching the same clinical session is permitted to observe per hour.)

- c. There is to be no eating, drinking, or smoking in clinical areas including the observation rooms. Observation rooms are not to be used for study of other assignments or casual reading.
- d. Keep talking to a minimum in the observation rooms.
- e. When selecting the correct equipment switch to tune into a clinical session, know the client's treatment room number. Do not switch through all the equipment buttons.
- f. Observation rooms are Pressey 142, 146, and 148. Select the room in which to observe on the basis of availability and need for parent observation. If you are to be observing in audiology, report to the 147 suites in order to determine where you will be observing. Note: One-way mirror observation in 124b, 126b, 130b, 140b and e are restricted to clinical staff. Members of client's family may use these rooms only with specific approval.
- g. All information about the client and clinician is confidential. Therefore:
 - i) Keep observation doors closed.
 - ii) No comments should be made about either person (client-clinician) outside observation rooms, class instructor's offices, and supervisor's offices.
 - iii) When referring to clients in reports, use the person's initials. Never use the client's full name.

3.18 Guidelines for Professional Clinical Behavior

- 3.18.1. Clinic cases should only be discussed with clinical supervisors or other professional staff. Conversations should concern themselves with matters relevant to the speech, language and/or hearing problem or related matters.
- 3.18.2. Conferences between supervisors and students should be conducted in treatment rooms (Be discrete, as anyone has access to treatment and diagnostic rooms by way of closed circuit TV and one way mirrors with sound systems) or offices. Cases should not be discussed in hallways, room 35 or the Clinic office area, rooms 139 and 141 Pressey.
- 3.18.3. Parent conferences should be conducted in treatment rooms or quietly and discreetly in the observation rooms. Do not remain in treatment room after session for your conference unless the room is free at that time.
- 3.18.4. No information concerning clients is to be discussed with individuals who are not part of the clinic staff, including other professionals, without written permission from the client or the client's parents. This includes phone calls and personal meetings as well as written reports and correspondence.
- 3.18.5. Clinicians should dress professionally, i.e. consistent with dress code standards for clinic facilities in the community. The clinic has an "optional uniform" consisting of shirts with the clinic logo to be worn with appropriately fit pants or skirt. These shirts will be made available to students at cost through the clinic and students may opt to order shirts to comply with this option. The purpose of this option is to allow students to have an alternative that has been

implemented in many offices in the community, with the intention of allowing comfortable, easy to clean attire which designates that the student is an “employee” of the clinic. If the student opts not to wear the clinic “uniform”, the following is the dress code for the clinic. Please note that this dress code is strictly adhered to.

- a. no jeans (including colored jeans), Capri pants, or shorts (including “dress” “city” or Bermuda shorts)
 - b. no halter tops, low-cut blouses or tank shirts (for either men or women). This would include shirts that expose the midriff area (either front or back) when standing or bending. In addition, hip huggers will be prohibited if skin is exposed in the midriff area
 - c. no miniskirts or dresses (skirt or dress length should be appropriate for the workplace, with skirt length no shorter than 2 inches above the knees)
 - d. no tennis shoes or open toe shoes (e.g. sandals)
 - e. shoes should be worn at all times, and must be worn with either socks or hose.
 - f. jackets, sweaters, or under blouses should be worn over sleeveless attire
 - g. Hair should be well groomed and appropriate for a professional clinical environment. Facial hair should be well groomed.
 - h. Tattoos should not be exposed or observable during clinical placements. Tattoos must be covered.
 - i. Facial or body piercings must be removed during clinical assignments. Tongue piercing is inappropriate for those involved in speech-language-hearing service delivery therefore tongue studs must be removed during service provision. Pierced ears are acceptable however earrings should be tasteful and professional.
- 3.18.6. Formal methods of addressing individuals should be used in the Clinic. This means the appropriate title (Ms, Mrs., Dr., Mr., etc.) before a surname. This manner of address should be used unless a specific individual requests otherwise.
- 3.18.7. When problems arise with the client, parents--if more information is needed from other agencies, etc., discuss the strategies and procedures with the clinical supervisor prior to discussing issues with the client/parents and/or other professionals. Once the procedures have been discussed, the graduate clinician will have the responsibility to initiate and follow through on the decided action. (This may include scheduling conferences, telephone contacts, letters, etc.)
- 3.18.8. The graduate clinician is expected to inform the client and/or client's parents of the results of testing, treatment objectives, post-treatment progress, need for further professional help, home training program, etc. This should be discussed with the clinical supervisor prior to initiating this action.
- 3.18.9. Do not walk through the waiting/reception room (139) as a path to the clinic areas. Instead, take the north hallway (past rooms 134-138).
- 3.18.10. Children are NOT permitted in room 129, either accompanied or unaccompanied. The ONLY exception is if the clinician is in the middle of a session, has responsibility for a child and has forgotten a material. The clinician and child may then go, on an emergency basis, into 129 to obtain what is needed.

4.0 FORMS/MATERIALS

4.1 Clinical Forms (CF-#)

Forms that are used for clinical matters are kept in a file cabinet directly adjacent to the supervisor mailboxes in the Clinic Office. The users of the forms are requested to take the blue sheet to the Clinic Office Manager when it is reached and only a few forms remain. Do not take the last form; instead inform the Clinic Office Manager, so the supply can be replenished.

- 4.1.1. Release of Information Forms--Before any information (written or oral) about a client may be provided to professionals outside the Clinic, CF-23/24, Authorization for Release of Clinic Information must be signed by the client or the client's parent, if a minor. This form must also have a witness signature (the case's supervisor of student clinician may sign this). This form is stored in 140A Pressey. This form should be signed at the beginning of treatment or diagnostic sessions, if necessary.
- 4.1.2. Billing Procedures--Each new treatment client must complete a CF-65 prior to the initiation of treatment services and should receive a copy of the CF-29 by at least the day of the first intervention session. Based on the client's insurance coverage, other CF forms may be needed - See Section III, Client Billing and Service Records.

If the clinician or client has any concerns about billing, please consult with the Clinic business manager.
- 4.1.3. Baseline--Baseline forms for articulation cases may be found in room 141A Pressey. These are to be used during initial sessions of treatment and before the clinician introduces treatment. Baserate/line measure forms for fluency of adults and children are in room 141A Pressey.
- 4.1.4. Lesson Plans--Examples of lesson plan forms you may copy for sessions are located in Appendices A through D of this manual. It is your clinical supervisor's decision as to the form used. Check the Quarterly Schedule Handout for due dates of lesson plans and policies concerning due dates of intake and progress reports.
- 4.1.5. General Outline for Speech-Language Intake Reports: CF-14 is to be followed when writing Speech-Language diagnostics reports. These may be found in room 141A Pressey. The form to be followed when writing an Audiologic diagnostic report is CF-48, found in the same file.
- 4.1.6. Initial Speech-Language Summary Reports and Closing Reports, CF-15, is to be followed when writing midterm and final summaries. Check the quarterly handout for due dates for rough and final drafts for midterm and closing reports. These forms are in 141A Pressey.
- 4.1.7. Log of Clinical Clock Hours--CF-06 and CF-07 are very important to you, as they are where you record your clinical hours. Each clinician shall have two copies of each appropriate form--one is to be kept in your personal file and updated at the end of each quarter. The other copy is for your safekeeping, it should also be updated. You are responsible for having your clinical supervisor fill in and sign the forms for each quarter that you have been engaged in practicum. These forms are in room 141A Pressey.
- 4.1.8. Log of Recommended Clinical Experience--04 and 05 forms provide a summary of the recommended clinical experience that each student should have while in professional training. It is important that this log be updated on a quarterly basis. This update should be done during the sixth week of each quarter; check with your clinical advisors about the procedures for updating the form.
- 4.1.9. Clinical Experience Quarterly Record--CF-20 is to be used by clinicians assigned outside of Ohio State Speech-Language-Hearing in order to keep a record of their hours for the quarter, unless otherwise directed.
- 4.1.10. Guidelines for pure tone testing (CF-73) and Speech testing (CF-74) can be found in the clinic files.
- 4.1.11. Students involved in a hearing aids clinic are responsible for recording aids evaluated in the hearing aid loner book in the clinic office. When an aid is dispensed, warranty information should

be placed in the client's folder. Cards are in 147d.

4.1.1.2. Record of Clinical Hours for Grading--CF-82 is used by the clinical staff to calculate the student clinicians' 844 grade(s). The due date for this form is listed on Quarterly Schedule Handout of due dates.

4.1.1.3. Record of Billing and Service--CF-70 is to be completed by clinicians after each assessment and/or intervention session.

4.2 Treatment materials, tests, test forms, and equipment

4.2.1. All students assigned to the Speech-Language-Hearing Clinic will find tests, test forms, and treatment materials in room 129 Pressey. All materials and parts of materials are to be signed out. The sign out sheet is located on the file cabinet. Overnight loan is from 4:30 p.m. to 8:00 a.m. the following day.

The materials room will be monitored by students enrolled in 844. Each student enrolled in 844 will be required to work in the materials rooms (sorting materials, returning materials to appropriate storing location, etc.) at least one hour per quarter.

4.2.2 It is the student's responsibility to sign off the hour to keep a record of your hour of work.

4.2.3. Calibration of Audiometers

a. Daily calibration of Clinical Audiometers

Each clinical audiometer will receive a biological check on any day during which it will be utilized in clinical evaluation. The biological check will include checks of thresholds for all pure tones through earphones attenuator linearity, electronic crosstalk, bone vibrator output, cords, and speaker function. Forms for the checks are posted in each test booth.

b. Daily calibration of Screening Audiometers

Each screening audiometer will receive a biological check before any period of use. The biological check will include checks of thresholds for all pure tones, attenuator linearity, electronic crosstalk, cords, and bone vibrator output. Each check will be performed by the person who will be using the audiometer. Forms for the checks are located in the lids of the audiometers.

4.2.4. Procedures for checking clinic equipment out of Pressey Hall—Request permission from the Clinic Director or Assistant Director to check out equipment.

4.2.5. A variety of electronic equipment is available for students, faculty and staff. The equipment and space must be scheduled with ample time for instrumentation and due consideration for others who have similar needs.

For specific needs:

- a. Suite 147 for hearing equipment and materials, including audiometers and immittance screener
- b. Room 129 for treatment equipment and materials
- c. Room 140D – CSL (Computerized Speech Lab)
- d. Room 129: clinical reference library
- e. Room 129 for DAF machines, phonic mirror, and language master.
- f. Room 143: Videotape Equipment

- i) Sign up for video tape equipment. Should you need to use one of those recorders for a given session, this is to be arranged with the case's supervisor.
 - ii) If a monitor is being used for recording a note should be placed on the monitor signifying date, time of recording, and treatment room location where session is being recorded.
- g. Portable VCR and monitor can be signed out of Room 23 Pressey.
 - h. Room 126E—software for report preparation.
 - i. Room 120—Boardmaker software
- * Please Note: Any missing or damaged materials and malfunctioning equipment should be reported immediately to the Clinic Director or Assistant Clinic Director.

4.2.6. VIDEOTAPING PROTOCOLS

Directions

1. A 15-20 minute videotape sample may be taken for each client enrolled in clinic each quarter.
 2. Recordings can be made with the camera in the treatment room or from the monitoring room.
 3. Samples should follow the outlines given for each disorder (see section 3.2.7.)
 4. A videotape may be established for each client. These tapes will be kept in the videotape file in 143.
 5. Before taping the client, record the client's initials, date and quarter of taping.
 6. Tapes should be completely recorded, so they can be used for computer analysis if needed. Overlap all recordings, so that there is no static in the tape.
 7. When starting a new recording for a client, after making the recording, store the recording in the file cabinet marked "Client Recordings" in room 143.
 8. A decision should be made with the clinical supervisor as to when the sample should be taken.
- a. Language
 1. Informal conversational/play sample with: a) parent b) clinician
 2. Structured interaction to elicit behaviors that are objectives for the quarter
 - b. Articulation/Phonology
 1. Informal conversational/play sample with parent or clinician.
 2. Sample of production of target phonemes or phonological process at:
 - word level (cued/imitation)
 - sentence level (cued/imitation)
 - c. Fluency
 1. Informal conversational sample
 - i) child--informal sample with clinician and/or parent

- ii) adult--informal conversational sample with both neutral and emotional topics:
 neutral--"Tell me about your favorite book or movie."
 emotional--"In what situations is your stuttering the worst?"

2. Oral reading passage (Rainbow passage)

3. Reading sentences or words

4. For clients who have received treatment, five minute conversational sample (neutral topic) with specific directions to use trained controls.

d. Voice

1. Informal conversational sample with clinician

2. Oral reading (Rainbow passage)

3. Count to ten at low, medium, loud volumes

4. Sustaining vowels /i/, /a/, /u/, /Σ/

5. Sing /o/ and match to pitch: C, D, E, F, G

6. Say vowels with upward and downward inflection /i/, /a/, /u/, /Σ/

7. Say Phrases with upward and downward inflection

e. Laryngectomy

1. 2-3 minute informal conversation

2. Read Rainbow Passage (short version)

3. Complete sentence version of an articulation test

4. Produce /a/ with minimum latency between command and phonation (x 5)

5. Attempt to produce a single /a/ on clinician's command as a test of consistency (x 10)

6. Repeat /da/ as often as possible on one air intake (x 5) (1-6 represents Berlin's four measures)

f. Aural Rehabilitation

1. Informal conversational/play sample with clinician and/or SO.

2. Structured task to elicit production of target areas in speech

3. Auditory discrimination task

* 20 minutes

4.2.7. Supplies and services for teaching assistants, associateships, and traineeships are available to the staff members through the course instructor. Do not go directly to the Office Associate of the Department.

5.0 Clinical Policies and Protocols

The following policies and protocols are to be followed as described. However, these are considered minimum standards and are not intended to exclude additional/necessary procedures.

5.1 Policies

- 5.1.1. Telephone Usage--It is preferred that student clinicians make telephone calls pertaining to clinical matters from:

- a. their personal telephones;
- b. the client's supervisor's office telephone.

Personal telephone calls may be made only from one's own cellular phone. Use of facility telephone may be used only when staff/faculty permission is given.

- 5.1.2. Copier and Printer Usage: The copier and printer in the clinic office are for CLINIC USE ONLY. They can be used to duplicate materials necessary for clinical sessions in this clinic, reports, client insurance information, etc. They are NOT for personal use, to duplicate notes from classes, print articles for class, etc. Students violating this policy will be asked to stop using the copier. Ongoing violations may result in denial of clinical hours. Students are encouraged to have Copez cards to use on campus or make other arrangements for their personal copying needs.

5.1.3. Clinical Research Requiring Ohio State Clinical Facility, Equipment, and Materials

- a. Policy: Faculty, staff, and students using the Speech- Language-Hearing Clinic facility, equipment, and/or materials while conducting research are to coordinate their needs and plans with the Clinic Director. Expendable materials will have to be purchased by the research investigator.
- b. Procedure: The investigator is to discuss facility, equipment, and material needs with the appropriate coordinator. After a satisfactory schedule is approved investigator is to submit a written outline of facility, equipment and material needs along with dates and times of planned usage.

5.1.4. Use of Room 134

- a. Room 134 and materials housed in that room are designated to be used by designated personnel only. Materials in this room should **not** be removed for any other clinical assignments or for use with clients other than those enrolled in designated program. Failure to observe this policy could result in loss of clinical opportunity and hours with this population.
- b. Room 134 is not to be used for a lunchroom or to store food in the refrigerator. Student clinicians working in this designated program during a given quarter may use this room as a meeting room for planning over lunch; however, it is not to be used by other graduate clinicians. In addition, food kept in the 134 area is for use by the designated program's personnel ONLY.

5.1.4. Infection Control

- a. Purpose: This program is established to provide a coordinated program of education, Universal Precautions, and exposure follow-up to minimize or eliminate workplace exposure to Hepatitis B, Human Immunodeficiency Virus (HIV), and other diseases. The program's purpose is to ensure and maintain the Speech-Language-Hearing Clinic's commitment to a safe and healthful environment for its staff, students, and clients and to ensure compliance with OSHA's standard on occupational exposure to bloodborne pathogens (29 CFR 1910.1030).
- b. Scope: This plan applies to all occupational exposures to blood or other potentially infectious materials within the facilities of the Speech-Language-Hearing Clinic.

c. Definitions:

- i) Staff: Employed by The Ohio State University and working in the Speech-Language-Hearing Clinic.
- ii) Students: All students providing services in the Speech-Language-Hearing Clinic.
- iii) Clients: All persons receiving services in the Speech-Language-Hearing Clinic.

c. Policy: Clinic staff and students are to implement infection control procedures as appropriate to meet requirements of OSHA's standard on occupational exposure to bloodborne pathogens (29 CFR 1910.1030). Staff and students will also implement the general sanitation guidelines as outlined to reduce risk of other infectious diseases.

d. Procedures

Procedures include, but are not limited to the following:

- Hand washing - Wash hands before and after each client contact--see CF-115 for specific procedures; after contacting blood or body fluids; after using the toilet or helping a child with toileting; after sneezing, coughing, or wiping a nose; before preparing, serving, or eating food; after handling soiled items such as used tissues or dirty toys; after diapering; immediately after removing gloves or other personal protective equipment; and before and after smoking.

Hand-washing is the single most important means of preventing the spread of infection and should be performed using the following steps: Obtain adequate supply of paper toweling for drying hands from the dispenser before washing hands. Turn on the water and adjust the flow so that it does not splash the surrounding area. Apply soap to wrists, backs of hands, palms, and fingers. Rub all surfaces of hands together vigorously for at least 10 seconds, including the areas between fingers. Clean under each nail using the nails of the other hand. Rinse hands thoroughly under a stream of water. Leave the water running while patting the hands dry with a paper towel. Finally, turn off the water using the paper towel. NOTE: Antibacterial hand sanitizer (i.e. without water needed) can be found in each treatment room; this can be utilized in cases when a thorough hand-washing procedure is not possible.

- Gloves - Wear latex gloves while performing procedures that may involve exposure to blood or body fluids. Latex gloves should also be worn when cleaning spills involving blood or other body fluids (i.e. oral peripheral examinations, fitting voice/oral prostheses, spirometer examination, conducting VLS, swallowing retraining, facilitation of gag reflex, etc.). Change gloves between clients and when the gloves become soiled to minimize the potential for spreading infections. Dispose of gloves in the trash can in the service delivery room. Wash hands immediately after disposing of gloves. ¹

Wear latex gloves during diapering. Change gloves after each person. Place disposable diapers in a plastic bag. Several diapers in individual plastic bags can be placed in a larger plastic bag for disposal in the biohazards waste container. Dispose of gloves in the trash can located in the immediate service delivery room. Wash hands immediately after disposing of gloves. ¹

Wear plastic food handlers' gloves when preparing and serving food. Make every attempt not to handle materials other than food and food preparation items while preparing and serving food. Dispose of the food handlers' gloves in any regular waste container, not the biohazards waste container, unless gloves have become contaminated with potentially infectious material. ¹

Wear general purpose utility gloves (rubber household gloves) for housekeeping chores. These gloves may be disinfected (if necessary) or cleaned and reworn until they are

peeling, cracked, punctured, or torn, at which point they should be discarded.

Do not wash or disinfect sterile examination gloves for reuse.

- **Gown--**Wear gown when clothing is likely to become soiled with blood or body fluids. If the gown is penetrated by blood or other potentially infectious materials, it should be removed immediately or as soon as feasible. Gowns should be worn only once and then disposed of in the biohazards waste containers.
- **Goggles--**Wear goggles when performing procedures which blood or body fluids are likely to spatter into the eyes of the caregiver and when client condition warrants increased concern about airborne contaminants. Nondisposable protective eyewear contaminated with blood or body fluids should be washed with a germicidal disinfectant. Disposable protective eyewear should be discarded in a biohazards waste container.
- **Mask--**Wear a mask when having direct sustained contact with a client whom is coughing extensively or when performing procedures when body fluids are likely to splash exposed mucous membranes. Masks should be discarded in a biohazards waste container after use or when they become moist and, therefore, ineffective.
- **Tongue blades and swabs** are to be immediately and directly placed in the treatment room's trash can.

Items such as earphones, headsets, and probe tubes, etc. are to be wiped with a freshly prepared (<24 hours) 1/10 bleach solution on a gauze pad following each use.

Reusable items such as otoscopic specula (both handheld and video otoscope), immittance tips, earlight tips, and stock earmolds are to be immersed in a freshly prepared (<24 hours) 1/10 bleach solution for at least one minute following each use.

VLS rigid endoscope is to be washed with PhisoHex and soaked in Cidex solution for at least 20 minutes for routine clients. Reusable spirometer nasal olives are to be soaked in Cidex solution for at least 20 minutes. For clients with known infectious diseases check with the consulting physician for disinfecting procedures to be followed.

The mask for the transglottal airflow unit is to be rinsed in warm water and soaked in Cidex solution for at least 20 minutes; the airflow unit where the mask is attached should be wiped with a germicidal disposable cloth. The plastic guard for the nasometer is to be rinsed in warm water and soaked in Cidex for at least 20 minutes. The separation plate and headgear should be wiped thoroughly with a germicidal disposable cloth.

- e. General sanitation--To disinfect a surface wash it with soap and water first. Then apply a disinfectant. The disinfectant will not work as effectively if the surface has not been washed. The Ohio Department of Health recommends a 1/10 bleach solution for all disinfecting purposes. Prepare a fresh bleach solution daily.

Mouthed or soiled toys and dishes--wash with soap and water, dip in diluted bleach solution, air dry. (Diluted bleach solution should be 1:10 dilution of chlorinated bleach to water, which is effective for ONLY 24 HOURS.)

Environmental spills of blood (e.g. nosebleeds, vomitus, feces, or other body fluids)--While wearing latex gloves, wipe up with a disposable towel, wash objects coming in contact with the fluid with soap and water and clean with diluted bleach solution (see above). Dispose of the gloves in one of the biohazards waste containers in rooms 129 and 140D. For nosebleeds or injuries that result in bleeding, the person assisting should wear latex gloves whenever possible. Wash hands immediately after disposal of gloves.

Food and drink will not be kept in or on refrigerators, freezers, shelves, or countertops where blood or other potentially infectious materials are present.

Staff members and students will eat, drink, apply make-up, and handle contact lenses only in the

Department restrooms and/or appropriate eating areas to prevent migration of contamination beyond the work area.

For the designated program in room 134 the following disinfecting schedule will be followed:

- Toys and other items placed in children's mouths will be cleaned at least once each week, then disinfected, and rinsed. Immerse them in the 1:10 bleach solution for at least one minute.
- Tabletops, counters, low shelves, and doorknobs will be cleaned and disinfected at the end of each day's activities.
- All other washable equipment will be cleaned and disinfected at least quarterly.
- Toilets, bathroom sinks and fixtures, and bathroom counters will be disinfected at least daily.
- Any stuffed animals will be laundered at least once a week. No stuffed animals will be used if they cannot be laundered.
- Walls and windows will be spot cleaned when visibly soiled.
- Non-carpeted floors will be washed and disinfected at least weekly. Carpeted floors will be vacuumed daily and shampooed at least twice a year.
- Wastebaskets will be emptied daily and will always have plastic liners.

g. Management of Communicable Diseases

The "Ohio Department of Human Services Communicable Disease Chart" is posted in room 129. At least one staff member on the premises is trained to recognize the common signs of communicable diseases or other illnesses (trained in prevention, recognition, and management of communicable diseases). Each client is observed daily with regards to evidencing symptoms of a communicable disease as he or she enters a session or the preschool group.

Clients who have had diarrhea or who have vomited within the past 24 hours should not attend a clinical session. Our policy is to cancel a clinical session for the child if he or she exhibits any of the following symptoms: diarrhea, severe coughing or whooping, difficult or rapid breathing, yellowish skin or eyes, conjunctivitis, fever, untreated infected skin patch(es), unusually dark urine and/or gray or white stool, stiff neck, vomiting, or evidence of head lice. CF-114 will be completed by the attending clinician whenever any of the above-mentioned symptoms are noted. When a client has been free of those symptoms for 24 hours, he or she may return to the clinic. If an adult client is mildly ill and does not exhibit any of the preceding symptoms, the matter will be discussed directly with client. If a child client is mildly ill and does not exhibit any of the preceding symptoms, the matter will be discussed with the parent(s) of the child client.

We ask parents to notify the clinic if their child gets a communicable disease. The supervisor(s) will then notify the other parents that their children have been exposed. When signs of the communicable disease are gone, the child may be readmitted to the program. We ask parents of child clients and adult clients to notify the clinic if the client contracts a communicable disease. The supervisor will then notify those who came in close contact to the client of the possible exposure.

A client with rashes, a sore throat, an elevated temperature, vomiting, or evidence of lice, scabies, parasitic infestation or a communicable disease will be isolated from other clients immediately. The clients will then be advised to leave the facility quickly as possible so to minimize other's exposure. In the preschool setting, the child will be cared for in a room or portion of a room not being used in the preschool program, within sight and hearing of an adult, made comfortable, and provided a padded floor mat. All linens and blankets used by the ill child will be disposed of or laundered before being used another child. The mat will be washed and disinfected using freshly prepared (within 24 hours) 1:10 bleach solution

h. Post-exposure Plan

In the rare event that a staff member or student experiences an exposure to blood, blood products, or

other potentially infectious body fluids by way of contact with broken skin, mucous membrane, eye, or other identified exposure, the following procedures will occur.

The exposed staff member or student will immediately take appropriate first aid actions (if feasible), including but not limited to washing the affected area with soap and water and/or flushing the mucous membranes or eye (Eyes must be flushed for a minimum of 15 minutes). The staff member or student will then **immediately** report the incident to his or her immediate supervisor or another supervisor if that person is not available.

The staff member or student will receive necessary immediate first aid and will be referred for medical treatment, which may include gamma globulin and/or Hepatitis B vaccine. The medical facility will be informed of all known information about the exposure incident, including but not limited to: type and site of the exposure route and all known information relating to the incident; HBV and HIV antibody status of the source person, if known; Hepatitis B vaccination status of the person experiencing the exposure, a copy of the Speech-Language-Hearing Clinic's Infection Control Plan; first aid given to the exposed person, any known medical information pertaining to the occupationally exposed person which the medical provider might find helpful in rendering treatment.

With signed authorization (consent) by the person exposed, a baseline will be obtained on his or her blood for HBV and HIV current status, with emphasis on the maintenance of all confidentiality issues.

Staff members and students have 90 days following the baseline blood collections to decide if they wish to have HIV serological testing done. Therefore, the employer must make provisions with the medical provider to hold a sample of blood from the occupationally exposed person for a minimum of 90 days.

The person sustaining the exposure will complete the first portion of an "Accident Report" form, paying attention to completing the form in detail, identifying the source individual or other source (if feasible), then signing and dating the form. The completed form will then be given to the supervisor.

The supervisor who has been notified of the exposure will then complete the second portion of the Accident Report form, paying attention to identifying the type and route of the exposure; identifying the source of exposure or the unfeasibility of identifying the source; documenting the HBV and/or HIV antibody status of the source individual, if known; documenting the circumstances and cause of the exposure, including conditions and actions related to the incident; identifying engineering and work practice controls utilized or not utilized; identifying personal protective equipment utilized or not utilized; identifying actions by other staff members and/or students that may have contributed to the incident; identifying the immediate action taken (if applicable); describing actions that will be taken to prevent this type of exposure in the future, including retraining if necessary; initiating any disciplinary action if appropriate; and signing and dating the Accident Report form.

The exposed staff member is responsible for submitting the Accident Report form to Employee Health Services University Hospital Clinics 2A 456 W. 10th Ave. (293-8146) within four (4) days of the exposure. Typically, treatment must be initiated prior to the seventh day following exposure in order to be viable.

The exposed student is responsible for submitting the Accident Report form to a Clinic Director and seeing a physician at the Wilce Student Health Center 1875 Millikin Rd. (292-2112) within four (4) days of the exposure. Typically, treatment must be initiated prior to the seventh day following exposure in order to be viable.

If the source individual can be determined², the HBV and HIV status is unknown, and consent is obtained from either the source individual or legally authorized representative, collection and testing of the source individual's blood to determine presence of HIV or HBV infection will be done. **Results of the laboratory test of HBV and HIV status must be kept confidential and shared only on a strict "need to know" basis.**

Every effort should be made to detain the source individual in the facility on the day of the exposure in order to discuss the exposure incident and obtain consent for blood testing. The source individual should arrange to be tested by the physician of choice. The physician and the physician testing the exposed individual should consult with one another to determine the type and extent of testing. Costs of testing for the source individual will typically be borne by the source individual.

If consent is not obtained, this fact must be documented in writing, with the date and time noted and signed by the individual supervisor seeking the consent. An explanation of the unfeasibility or inability to obtain the consent must be documented, as well. When the source individual's consent is not required by law, the source individual's blood, if available, will be tested and the results documented. Results of the source individual's testing will be made available to the exposed staff member or student, and that person will be informed of applicable laws and regulations concerning disclosure and confidentiality of the identity and infectious status of the source individual.

i. Post Exposure Follow-Up Requirements

For the exposed staff member follow-up requirements will adhere to the current guidelines as provided by Employee Health Services. The employer will make every effort to assure that all applicable laws and standards of confidentiality will be applied to both the source individual and the occupationally exposed person. Costs of follow-up testing and treatment will be the responsibility of The Ohio State University. Should the staff member contract a disease, costs will be submitted to Worker's Compensation.

For the exposed student it is the responsibility of the Speech-Language-Hearing Clinic to document that medical services have been rendered. Due to confidentiality of medical records, the Clinic will not maintain records of any treatment or follow-up care for exposed students. It is the responsibility of the student and the Student Health Center's medical providers to ensure that appropriate procedures are followed and records kept. If the student is currently enrolled as a student at Ohio State, the Wilce Student Health Center will cover the cost of the initial examination. The student is responsible for all other costs.

j. Recordkeeping Requirements

The Employee Health Service will establish and maintain an accurate record for each staff member who has an occupational exposure incident, in accordance with 29CFR 1910.29.

The accident medical and related records (the medical and worker's compensation portion of the medical file) will be maintained according to the guidelines of the Ohio State University's Employee Health Service.

The Employee Health Service will ensure that the employee's medical records are kept confidential and are not discussed, disclosed, or reported without the employee's express written consent to any person within or outside the workplace except as may be required by this standard (29CFR 1910.1030) or as may be required by law.

k. Immunizations and Vaccinations

All staff and graduate students involved in providing clinical services should maintain current immunization and vaccination status. Immunization records for graduate students must be maintained at the Wilce Student Health Center. Employee immunization records will be maintained at Employee Health Services.

l. Staff and Student Education

All staff members and students will receive education in the proper use, storage, and disposal of personal protective equipment.

All staff members and students will utilize infection control procedures and universal precautions outlined in the Clinic Handbook and the Clinic Manual.

All staff members and students will be apprised of and educated in the use of personal protective equipment, including but not limited to: gloves, gowns, masks, and goggles.

m. Contact Offices at The Ohio State University

Employee Health Services
2A 456 W. 10th Ave.
293-8146
(Accident Report form: 8773)

Wilce Student Health Center
1875 Millikin Rd.
292-0150

Department of Environmental and Occupational Health and Safety
1314 Kinnear Rd.
292-1284

5.1.5. Sexual Harassment Policy

The Ohio State University's Policy on Sexual Harassment will be followed at the Ohio State University Speech-Language-Hearing Clinic. Sexual Harassment encompasses any sexual attention that is unwanted. Verbal and/or physical conduct, including physical assault, direct propositions of a sexual nature, and behavior that causes discomfort or embarrassment, is prohibited by the University's Sexual Harassment Policy. Any complaint alleging a violation of this policy should be brought to the attention of the Director of Clinical Instruction and Research. Further details are available in the Policy and Procedure Manual provided by the Office of Human Resources (number 1.15, revised 11/5/93). A copy of the manual is available in the Department Office (110 Pressey Hall).

5.1.6. Reporting Child Abuse

If a clinician suspects any form of child abuse, they are to follow the procedures as described below. Any educator is required by law to document and report all incidences of suspected child abuse. It is punishable by law not to report a suspected case.

- a. The supervisor of the case is to be notified immediately.
- b. The supervisor and the clinician are together to put in writing the suspected information.
- c. The supervisor will then contact the clinical director and department chairperson to advise them of the report.
- d. A call is placed by one of the above staff members (supervisor, director, or chairperson) to Franklin County Board of Children's Service, or if the child resides outside of Franklin County the Ohio Child Abuse Hotline.
- e. The call can be placed anonymously or identifying information may be given.
- f. It is not the responsibility of the clinician or the supervisor to investigate further. Continued documentation of evidence and comments should continue on an ongoing basis. This information is not kept in the child's clinical folder, but remains under lock in the chairperson's or director's office for a period of 5 years.

5.2 Protocols

5.2.1. Voice Examination

- a. Consultation--out of the clinic. A modified CF-30 is to be used during voice consultations outside of the Speech-Language-Hearing Clinic.
- b. Voice examination - in this clinic. The typical format includes: PAA. The CF-30 is to be used during the voice examination along with gathering 1) the mean fundamental and standard deviations for the tasks: Sustained vowel, Counting, Oral Reading (Rainbow Passage), and Oral description of the Cookie Theft picture, Um-hum and the sustained notes task. In addition the basal and ceiling notes are to be found while having the client glide up, then down the scale while saying /o/. The measurements are to be obtained from the CSL. Other voice assessment protocols that may be used pending the need to the individual client include: NAA, TAA, and VLS.

5.2.2. Voice Audio Recording Protocol: CF-99

All voice clients are to have a voice recording during the initial evaluation.
All voice clients who have treatment may also have a voice tape recorded during protocol.

the last treatment

5.2.3. Language Sample: CF-58

5.2.4. Language Analysis: For those samples of + 3 MLU, Language Sample Analysis or similar analysis

is to be completed.

- 5.2.5. Phonological Analysis: A phonological analysis using an approved program or technique is to be completed on at least 35 to 100 words obtained from an isolated word test and at least 50 to 100 words obtained from spontaneous speech.
- 5.2.6. Speech and Language Evaluation: Follow the Intake Procedures re: Speech-Language as described in this manual and use this clinic diagnostic lesson plan form.
- 5.2.7. Fluency Protocol is to include the:
 - a. Stuttering Protocol CF-59
 - b. Attitude Assessment (re: Adults) by Boberg, Erickson, or Silverman
 - c. Hierarchy of speaking situations
- 5.2.8. Daily Check and Recording of Portable Audiometers. A daily check is to be conducted once per day for each audiometer used in a given day. The protocol includes: conducting the Daily Audiometer Check
 - a. Threshold (tone present, no static)
 - i) Check presence of tone in one ear phone 5 dB or 10 dB at 500, 1, 2, 4, 6 kHz.
 - ii) Check presence of tone in other earphone 5 dB or 10 dB at 1 K Hz.
 - b. Check attenuator (even tone) Present tone from 0-60 dB
 - c. Cross over check (no tone present)
 - i) Unplug one earphone.
 - ii) Present tone at 70 dB at 2 kHz to the unplugged earphone.
 - iii) Check the earphone that is still plugged in for presence of tone.
 - d. Cord Condition (no static) Listen to quality of tone in above #1 and #2 tasks as the cords are moved. Is there any static?
 - e. Recording of the Check A recording form will be posted in the room where the audiometer is kept. You are to complete the information as listed below. Should this form indicate that a daily audiometer check has already been conducted that same day on that particular audiometer, another check is not necessary, but completing the other information on the sign-out sheet is.

Daily Check	Date-Time	Date-Time
Date	Pass Fail Name	OUT IN

Should the daily check reveal a problem with the audiometer, check and use another approved audiometer. Report the problem to the Coordinator of Audiology or the program's technician.
 - f. Hearing Aid Evaluation Protocol: CF-109
 - g. Hearing Aid Fitting Protocol: CF-48
 - h. Annual Hearing and Hearing Aid Check: CF-69

Volume II Appendices

Client: _____
Date: _____
Age: _____

Name: _____
(star team leader)
Supervisor: _____

List procedures in the predicted sequence of administration

Area Assessed	Procedure/Test	Activity/Materials	Person Responsible	Estimated Time	Priority 1-2

APPENDIX A

Client:

Date:

Clinician:

Supervisor:

Behavioral Objective	Activities/Materials	Clinician Teaching Strategies	Assignments

APPENDIX B

Clinician: _____

Client Initials: _____

Date: _____

Supervisor: _____

Procedure	Equipment and Materials Needed	Competence	Supervisor Evaluation

TASK:			
In response to:			
With % Accuracy:			
In (time and/or sample size):			
With a reinforc. schedule of:			
Correct R:			
Correct R: Incorrect R:			
Accuracy:			
Comments:			

APPENDIX D

APPENDIX E



OSU Speech-Language-Hearing Clinic

141 Pressey Hall/1070 Carmack Rd.
Columbus, OH 43210-1002
(614) 292-6251
Tax I.D. #31-1391656



Patient Billing and Services Record

Name: _____ File #: _____

Date: ____/____/____

Clinician: _____

Supervisor/Staff Clin.

Bonk		
Donohue		
Ocock		

Diagnosis (ICD-9) treated this visit:

307.0	Stammering/Stuttering (Fluency)	
307.9	Other and Unspecified (Lisping)	
310.2	TBI	
315.00	Reading Disorder, Unspecified	
315.02	Developmental Dyslexia	
315.09	Specific Spelling Difficulty	
315.31	Developmental Expressive Language	
315.32	Mixed Receptive - Expressive Language	
315.39	Other (Articulation and Phonology)	
315.4	Developmental Coordination Disorder (Dyspraxia)	
315.9	Unspecified Delay in Development	

784.3	Aphasia	
784.40	Voice (Unspecified)	
784.41	Voice (Aphonia)	
784.49	Voice Disorder (Other)	
784.5	Dysarthria	
784.60	Other Symbolic Dysfunction	
784.61	Alexia/Dyslexia	
784.69	Apraxia	

Procedures (CPT Code(s)) performed this visit:

Assessment:

	Speech Lang. Eval-Adult	92506	
	Speech Lang. Eval-Child	92506	
	S/L Re-eval	92506	
	Off-Campus Screening	92599	
	S/L Screen-Student	92599	
	Consult-Limited	99242	
	Consult-Extended	99244	

Intervention:

	Speech/Lang. Tx. 1 Hour	92507	
	Speech/Lang. Tx. 3/4 Hour	92507	
	Speech/Lang. Tx. 1/2 Hour	92507	
	Speech/Lang. Tx. Student	92507	
	Speech/Lang. Tx. Group	92508	
	Speech/Lang. Tx. Social Grp.	92508	
	Literacy Individual 2 Hour	92507	
	Literacy Individual 1 1/2 Hour	92507	
	Literacy Individual 3/4 Hour	92507	
	Literacy Group 1 Hour	92508	
	Literacy Group 3/4 Hour	92508	
	Aural Rehab-1 Hour	92507	
	Aural Rehab-3/4 Hour	92507	
	Aural Rehab-Student	92507	
	Aural Rehab-Cochlear Imp.	92510	
	Aural Rehab-Group	92508	
	Contract Services	---	
	Travel Expense	---	

Comments:

Today's Charges:

\$ _____

Today's Payment:

\$ _____

Today's Balance*:

\$ _____

*Please note that this balance reflects today's services only and is not a cumulative balance.

Payment made by: (please circle)

Cash Check Visa/MC Discover



OSU Speech-Language-Hearing Clinic

141 Pressey Hall/1070 Carmack Rd.

Columbus, OH 43210-1002

(614) 292-6251

Tax I.D. #31-1391656

Patient Billing and Services Record



Name: _____ File #: _____

Date: ____/____/____

Clinician: _____

Supervisor/Staff Clin.

Bonk			
Donohue			
Ocock			
/			

Diagnosis (ICD-9) treated this visit:

307.0	Stammering/Stuttering (Fluency)	
307.9	Other and Unspecified	
310.2	TBI	
315.31	Developmental Language	
315.39	Other (Articulation)	
315.9	Unspecified Delay in Development	
331.2	Dementia	
332.0	Parkinson's	
333.4	Huntington's	
335.2	ALS	
388.4	Abn. Auditory Processing (Uns)	
438.11	CVA	
530.81	GERD	

784.1	Voice (Aphonia)	
784.3	Aphasia	
784.4	Voice (Unspecified)	
784.49	Voice Disorder (Other)	
784.5	Dysarthria	
784.6	Other Symbolic Dysfunction	
784.61	Alexia/Dyslexia	
784.69	Apraxia	
784.9	Other Symptoms Involving Head and Neck	
786.0	PVCD	
786.9	Other Symptoms Involving Respiratory System and Chest	
787.2	Dysphagia	

Procedures (CPT Code(s)) performed this visit:

Assessment:

	Speech Lang. Eval-Adult	92506	
	Speech Lang. Eval-Child	92506	
	S/L Re-eval	92506	
	Off-Campus Screening	92599	
	S/L Screen-Student	92599	
	Pre/Post Testing FFWD/LB	92506	
	Percept. Acous. Anal.	92520	
	Nasometer-ANA/APA	92512	
	Transglottal Airflow	92520	
	Swallowing Eval.	92610	
	Consult-Limited	99242	
	Consult-Extended	99244	

Intervention:

	Speech/Lang. Tx. 1 Hour	92507	
	Speech/Lang. Tx. 3/4 Hour	92507	
	Speech/Lang. Tx. 1/2 Hour	92507	
	Speech/Lang. Tx. Student	92507	
	Speech/Lang. Tx. Group	92508	
	Speech/Lang. Tx. Social Grp.	92508	
	CHAT-Individual	92507	
	CHAT-Group	92507	
	Lindamood Bell	92507	
	Fast ForWord	92507	
	Swallowing Tx.	92526	
	LEAP-Lang. Impaired	92508	
	LEAP-Peer Model-Initial Qtr. Charge		
	LEAP-Peer Model-No Charge		
	Aural Rehab-1 Hour	92507	
	Aural Rehab-3/4 Hour	92507	
	Aural Rehab-Student	92507	
	Aural Rehab-Cochlear Imp.	92510	
	Aural Rehab-Group	92508	
	Contract Services	--	
	Travel Expense	--	

Comments:

Payment made by: (please circle)

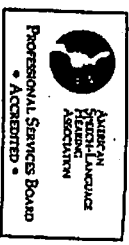
Cash Check Visa/MC Discover

Today's Charges:	\$
Today's Payment:	\$
Today's Balance*:	\$

*Please note that this balance reflects today's services only and is not a cumulative balance.



Speech-Language-Hearing Clinic
 141 Pressey Hall 1070 Carnack Road
 Columbus, Ohio 43210-1002
 614-292-6251 (Voice/TDD) 614-292-7504 Fax
 Tax I.D. 31-1391656



CLINIC RETURN RECORD

Date: _____

Client Name: _____ (Last) _____ (First) _____ (MI) File Number: _____

Item being returned: _____
 Serial #: _____

Reason for Return: _____

Original Price: \$ _____
 Less Clinic Fee: \$ _____

Amount Being Refunded*: \$ _____
 =====

Comments: _____

Client Signature: _____

Clinic Supervisor Signature: _____

* Please Allow 3-4 Weeks for receipt of Check

DO NOT WRITE IN THIS AREA - ACCOUNTING RECORD

Date Processed _____
 Approval Initials _____

White - Patient Copy Yellow - Accounting Copy Pink - File Copy CF-70R

AUTHORIZATION AND/OR WAIVER FOR LETTERS OR STATEMENTS OF RECOMMENDATION

The Family Educational Rights and Privacy Act (FERPA) protects student confidentiality by placing certain restrictions on the disclosure of education records and the information contained in those records. FERPA also generally affords students the right to inspect and review their own education records. This form will allow you to: (1) authorize designated university personnel to release your education records and any information contained in those records for the purpose of providing letters or statements of recommendation, and (2) select whether or not to voluntarily waive your right to inspect or review any such letters or statements of recommendation.

Name of Student: _____

DOB: _____

AUTHORIZATION TO RELEASE RECORDS AND INFORMATION

I, the undersigned, authorize _____ to release any or all of my education records and any information contained in those records for the purpose of providing letters or statements of recommendation that pertain to (1) admission to an educational institution, (2) an application for employment, or (3) an honor or honorary recognition.

Such records and information may be released to (please indicate name(s) and address(es)):

WAIVER OF RIGHT TO INSPECT OR REVIEW

I, the undersigned, (please select):

- Voluntarily waive
- Do not waive

my right to inspect or review any letters or statements of recommendation authorized herein.

I understand and acknowledge that: (1) I have the right not to authorize the release of my education records and the information contained in those records; (2) I have the right not to waive my ability to inspect or review letters or statements of recommendation and that The Ohio State University does not require such waiver as a condition of any service or benefit; and (3) My authorization and/or waiver shall remain in effect until revoked by me, in writing, and delivered to the individual(s) identified above, but that any such revocation shall not affect releases made prior to the receipt of such written revocation.

Student Signature

Date

The Ohio State University Public Safety
Division of Police

WEBCHECK Criminal History Check

**PLEASE CHECK () IF FBI CARD RUN
OR () BCI ONLY RUN OR () BOTH**

The information in this section pertains to the person requesting a Background Webcheck. Signature by this listed individual on this application authorizes The Ohio State University Public Safety Division of Police to conduct the background check and to invoice the department for such services checked below.

(BTL 530) WEBCHECK COMPLETED FOR:

Name _____
Last First MI
DOB _____ SSN# _____ Telephone# _____

Address _____
City State Zip Code

HAVE YOU BEEN A RESIDENT OF THE STATE OF OHIO FOR THE PAST FIVE (5) YEARS?

() YES () NO

IF NO, PLEASE COMPLETE AN FBI PRINT CARD

Supervisor _____ Phone# _____

Department Name _____ (AREA) _____

Address _____
City State Zip Code

Signature of Approving Supervisor _____

ORIGINAZATION# _____, FUND# _____, ACCOUNT# _____

The information provided on this form will be used to authenticate requests for background checks. By signing the form for Request for Background Web Checks you are authorizing The Ohio State University Public Safety Division of Police to conduct the background webcheck and invoice the requesting agency or department for this service.

I hereby authorize The Ohio State University Public Safety Division of Police to conduct background webcheck.

Information obtained from the check should be forwarded to me via: () email () US Mail () in person

Civilian background checks are conducted using WebCheck, a program that is administered by the Attorney General's Office, using the Internet to electronically transfer fingerprints and other data from the inquiring agency to the Bureau of Criminal Identification and Investigation (BCI). Information obtained through the WebCheck service is valid for Ohio only, and DOES NOT include criminal history information for other states.

Background checks are performed pursuant to the terms and conditions of the Agreement by and between The Ohio State University Public Safety Division of Police and the agency or department identified above.

I give my permission for any person, business or institution contacted in the course of such investigation to release any and all information properly requested, and copies of same if required, and do hereby release such person, business or institution from all liability for providing correct information.

PRINT NAME

SIGNATURE

In Presence of Witness _____

Signature & Title

Print Name & Title

Date

The cost for the WebCheck is \$20.00. Not Resident of State of Ohio past five years (\$44.00)

Please check the box: () Bill the above department () Fingerprint Card (\$5.00)

() Paid by CASH () 100W ONLY with The Ohio State University

() Pay by check (make check payable to THE OHIO STATE UNIVERSITY)

APPENDIX H

Appendix I

SLP Clinical Hours/Outcomes Requirements for Graduation:

According to ASHA's current standards: Practicum experiences that encompass the breadth of the current scope of practice with both adults and children (with no specific clock-hour requirements for given disorders or settings) resulting in a minimum of 400 clock hours of supervised practicum, of which at least 375 hours must be in direct client/patient contact and 25 in clinical observation. At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study. The following describes the nine areas illustrating breadth of the scope of practice:

- Standard IV-F: Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.
 - **articulation**
 - **fluency**
 - **voice and resonance**, including respiration and phonation
 - **receptive and expressive language** (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
 - **hearing**, including the impact on speech and language
 - **swallowing** (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
 - **cognitive aspects of communication** (attention, memory, sequencing, problem-solving, executive functioning)
 - **social aspects of communication** (including challenging behavior, ineffective social skills, lack of communication opportunities)
 - **communication modalities** (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)

(CF-05) Therefore, for graduate clinicians to demonstrate the above breadth of the current scope of practice:

- 80% of total number of hours must be at the intermediate or advanced skills outcome level in order for the clinician to demonstrate competency
- Rotations are completed in at least 6 of 9 disorder areas (9 are strongly encouraged)
 - You need to have *direct clinical experience* in at least 6 of the disorder areas, either pediatric or adult, evaluation or intervention.
- At least 5 hours, or equivalent, in each disorder area
 - You must have documented experience of 5 hours or the equivalent in *all* 9 disorder areas. This may take the form of continuing education seminars, active observation hours, specific protocol sessions, or other activities as approved by your clinical advisor. *This is the only portion of your hours that has a number of hours requirement. For all other clinical experience, you must demonstrate your competency for that population.*
- Clinician attained all Skills Outcomes at a rating of Beginning or above (see your CF-118)

Completion of the above is required for graduation from the OSU clinical program, required for ASHA certification, and required for Ohio Board of SLP/A licensure.

Appendix J

Suggested Guidelines for 12-Month AuD Externships (American Academy of Audiology, 2006)

Introduction

With a growing number of fourth year externs needing placements in their final year, many clinical programs across the nation are receiving year-round inquiries from universities and students. At the request of clinical program directors and in an effort to bring greater uniformity to the application and selection process, the following timeline is being suggested by the Academy's Clinical Education Subcommittee. The timeline will not be ideally suited for every university and every clinical setting; however, movement toward greater uniformity in application and placement should result in a more timely and efficient process, beneficial to students, university programs and clinical sites.

Clinical Education Subcommittee

Jack Roush, Chair; Chris Bauch, Lisa Hunter, Dianne Meyer, Donna Scheitler, Brad Stach, Gail Whitelaw and Richard Wilson

Externship Timeline

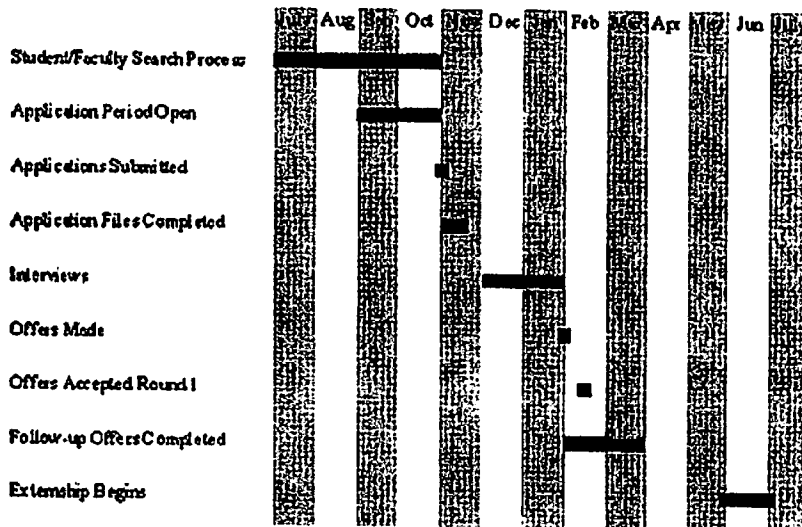
Student/Faculty Search Process:	Students/faculty investigate program opportunities, requirements, deadlines; July through October
Application Period Open:	Extern sites accept applications during this time period; September and October
Application Submitted:	Final date for sites accepting applications; October 31
Applications Files Completed:	Letters and transcripts to be on file; November 15
Interviews:	Externship interviews scheduled and completed; December and January

Offers Made: Offers made by sites to students on February 1

Accepted Round 1: Offers accepted by students within 2 weeks

Follow-up Offers Completed: Process completed by March 31

Externship begins: June 1 – July 1



APPENDIX K **Technical Standards**

The technical standards of The Ohio State University Department of Speech and Hearing Science reflect the essential qualities and abilities that are considered necessary to a student's academic and clinical performance. The technical standards set forth in this document by the Department of Speech and Hearing Science establish the essential functional requirements that are necessary for enrolled students to acquire the knowledge, skills, competencies and values of an entry-level speech-language pathologist or audiologist. They are also required to meet the standards for the eligibility requirements for professional certification and/or state licensure (American Speech-Language-Hearing Association and the Ohio Board of Speech-Language Pathology and Audiology).

The Master of Arts in Speech and Hearing Science with an emphasis in Speech-Language Pathology and Doctor of Audiology degrees are designed to prepare students to enter the profession as a generalist with knowledge, skills, values, and the ability to perform successfully all the required functions associated with the role of an entry-level speech-language pathologist or audiologist. Following admission into the Department of Speech and Hearing Science programs, students are required to verify that they can understand and meet these technical standards. Reasonable accommodations in meeting the technical standards are provided to students who validate their need through the University's Office for Disability Services. This is accomplished using the Technical Standards Certification Statement.

The following essential functional requirements must be met by all students after acceptance into the program in order to enroll in or complete the Department of Speech and Hearing Science degrees. In the event that a student is unable, or becomes unable to fulfill these technical standards with or without reasonable accommodation, the student cannot enroll or remain enrolled in the program.

To perform successfully the essential functions of the Department of Speech and Hearing Science degree programs and for the practice of speech-language pathology or audiology, an individual must possess specific skills and abilities in the following areas:

- a. The student must participate actively in all demonstrations and laboratory exercises in the academic and clinical curricula.
- b. The student must use visual, auditory, and tactile senses to gather information efficiently and adequately regarding client behaviors and responses throughout assessment and intervention activities.
- c. The student must communicate effectively with clients in order to elicit information, describe changes in mood, activity and posture, and assess non-verbal communications.
- d. The student must communicate effectively across a variety of professional contexts (including clinical interviews and examinations, written reports, consultation with professional colleagues, professional presentations) at a level consistent with professional practice.
- e. The student must accurately, safely, and efficiently manipulate and utilize feedback from materials/equipment used for assessment and treatment of clients.

- f. The student must adequately posture oneself and the client to conduct effective clinical services.**
- g. The student must be able to participate fully in a client evaluation or treatment sessions lasting a minimum of 60 minutes.**
- h. The student must be properly immunized for the protection of clients and in compliance with current health standards and comply with universal precautions.**
- i. The student must demonstrate the ability to abide by professional standards of conduct across clinical assignments and challenging contexts, including periods of stress and emergency situations**
- j. The student must exercise sound judgment for decision-making. Prompt completion of all responsibilities attendant to the diagnosis and care of clients is required.**
- k. The student must abide by the Code of Ethics as stated by the American Speech-Language-Hearing Association and the American Academy of Audiology.**
- l. The student must show respect for individuals with disabilities and for persons with different age, ethnic background, race, religion and/or sexual orientation.**

Technical Standards: Procedures for Enforcement

1. The issue of a suspected failure to meet technical standards may be raised by the following sources: faculty/supervisors, staff, fellow students, or clientele. This may be based upon information such as, but not limited to, supervisor evaluations, grades, written incident reports that document date/time/place, written statements of individuals, or written witness accounts. The information required will be decided on a case-by-case basis.
2. The concern of suspected failure to meet technical standards should be submitted in writing to the Chair of the Graduate Studies Committee for review, with a copy placed in the student's file. If after review, the concern is judged unfounded, no action will be taken. Documentation to this effect will be placed in the student's file.
3. If the concern is deemed legitimate, a conference to discuss this concern will be held within two weeks with the student, the Department Chairperson the Graduate Studies Chairperson, the student's academic advisor, and the student's and clinical advisor.
4. If it is determined that the technical standard is not met, the academic advisor will provide written documentation of this failure to the student along with a plan for action (within two weeks of the above meeting listed in item two). The plan will be signed by the student and his or her academic advisor, indicating that the student agrees to the plan. Copies of the developed plan of action will be placed in the student's academic file, and, if involving accommodation decisions, submitted to the ADA coordinator's office. The student will be responsible for identifying resources that assist in completing this plan as well as providing documentation that he/she has initiated steps toward the success of this plan (within two weeks of receiving the written plan). If the student does not comply or meet with success, he/she will be denied further enrollment in the program.
 - a) If the student disagrees with the plan of action, the student may file an appeal to Graduate Studies Chairperson. In cases involving a student with a disability, input from the Office of Disability Services and/or the ADA coordinator's office will be sought.
5. A follow up conference will be scheduled to determine progress/non-progress and subsequent course of action (within 3 months of the initial meeting).
6. If the plan has been successful, it will be considered achieved; written documentation will be filed in the student's academic file.
7. If, after the plan is in effect, the student is non-compliant with the plan or is unable to complete the plan, the student will be denied further enrollment in the Department of Speech and Hearing Science degree programs.



APPENDIX L
Acknowledgement of Technical Standards

PLEASE SIGN THE STATEMENT BELOW:

I CERTIFY THAT I HAVE READ AND UNDERSTAND THE TECHNICAL STANDARDS LISTED ABOVE AND THAT I BELIEVE TO THE BEST OF MY KNOWLEDGE THAT I MEET EACH OF THESE STANDARDS EITHER WITHOUT OR WITH ACCOMMODATION. I UNDERSTAND THAT TO REQUEST ACCOMMODATIONS I MUST CONTACT THE OFFICE OF DISABILITIES TO DETERMINE WHAT ACCOMMODATIONS ARE AVAILABLE. I UNDERSTAND THAT IF I AM UNABLE OR BECOME UNABLE TO MEET THESE STANDARDS WITH OR WITHOUT ACCOMMODATION, I CANNOT ENROLL OR REMAIN ENROLLED IN THE DEPARTMENT OF SPEECH AND HEARING SCIENCE DEGREE PROGRAMS.

Signature of Applicant

Date

Printed Name



Department of Speech and Hearing Science

College of Social and Behavioral Sciences
110 Pressey Hall
1070 Carmack Rd
Columbus, OH 43210-1002

Phone (614) 292-8207
Fax (614) 292-7504

APPENDIX M

Optional Certification Plan for AuD students

This form is to be completed by December of the 3rd year in the AuD program, with a copy for both your Academic and Clinic files.

_____ I plan on pursuing the requirements that lead to the Certificate of Clinical Competence (CCC) in Audiology from the American Speech-Language-Hearing Association (ASHA) while enrolled in the AuD program.

_____ I do NOT plan on pursuing the Certificate of Clinical Competence (CCC) in Audiology from the American Speech-Language-Hearing Association (ASHA) during my enrollment in the AuD program

Name

Date



Department of Speech and Hearing Science

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Name

Date